



# Student Handbook 2024 - 2025



# Chelsea College Student Handbook

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## 1 Welcome to Chelsea College

It is our pleasure to introduce you to Chelsea College.

This document will provide you information about the courses and services available at the Institute.

Chelsea College provides nationally recognised qualifications in number of courses. Chelsea College is approved by regulatory body, Australian Skills Quality Authority (ASQA) (RTO Code 22130) as a registered training organisation.

Chelsea College's head office is located in Williams Landing, Victoria and is well equipped with educational resources. We at Chelsea College aspire to teach, motivate and inspire students to reach new level of personal development and growth. Throughout your journey, you'll have the opportunity to be taught and mentored by industry leaders and professionals.

Our highly skilled, experienced and passionate group of trainers provide amazing support and guidance to our students throughout their learning journey. They share their extensive industry knowledge and experience with you to help you achieve your study goals and career aspiration.

Chelsea College teachers and support staff offers a learning environment that pays close attention to each individual learner needs and promotes equal opportunity education to all learners.

We hope you will find information about the courses and Institute useful and that we meet your study needs. Please feel free to contact us if you require assistance at any stage.

We look forward to seeing you at Chelsea College.

### 1.1 Contact Details.

**Phone:** +61 470 557 597

**Address:** Office 413, 101 Overton Rd, WL VIC 3027

**Email:** [info@chelseacollege.edu.au](mailto:info@chelseacollege.edu.au)

**Website:** <https://chelseacollege.edu.au/>

## 2 Using this Handbook

This handbook is to be issued to students who are looking to enrol or already studying with Chelsea College to develop their skills and knowledge in the range of courses available on scope.

### 2.1 Advantages of Training with Chelsea College

- All competencies are provided from the relevant National Training package.
- Multiple training locations for easy access.
- Small classes with trainers able to provide more individualised attention.
- Training is available in the classroom, on-the-job delivery as well as distance mode.
- For on-the-job training, there are regular scheduled visits to your workplace for individualised training and follow-up.
- Excellent support staff.

### 2.2 Chelsea College will:

- Process your enrolment and develop an appropriate training plan for you.
- Ensure you are made aware in circumstances where you are accessing the Skills First Funding entitlement that this may impact your access to further government subsidised training.
- Determine whether you can be credited with units of competency through either a Recognition of Prior Learning (RPL) or Credit Transfer (CT) process.
- Provide high quality training and assessment.
- Deliver relevant and appropriate training in a proper, timely and efficient manner.
- Conduct assessments in collaboration with employer or supervisor at workplace and make the final decision on competency.
- Issue a nationally recognised qualification and/or statement of attainment at the completion of the training and assessment process



## 2.3 Government Subsidised training

The Skills First Funding makes vocational training more accessible to people who do not hold a post-school qualification, or who want to gain a higher-level qualification than they already hold.

Government Subsidised training is also available to school-based students, undertaking the course as part of school-based apprenticeship and traineeship (SBAT).

Chelsea College has limited number of government-subsidised training places available to people who meet the eligibility criteria.

Chelsea College will determine an individual's eligibility for government subsidised training and provide further information on eligibility criteria upon request, and during the enrolment process.

## 2.4 Pre-Training Review

Prior to your enrolment, Chelsea College will conduct a pre training review. During the Pre-Training Review, the Trainer/Teacher will:

- identify any competencies previously acquired by you through a Credit Transfer application or refer you to a Recognition of Prior Learning process
- ascertain the most suitable qualification for you to enrol in, based on your existing educational attainment, capabilities, aspirations and interests, and considering the likely job outcomes from the development of new competencies and skills
- conduct a Language, Literacy and Numeracy assessment, and if any language, literacy and numeracy needs are identified during the Pre-Training Review, assistance may be provided to support you with the studies.
- discuss with you the learning strategies used in the course to check they are suitable for you.

## 2.5 Enrolment

Chelsea College strives to ensure that the enrolment processes is fair and compliant, therefore the enrolment in Skills First funded course is dependent on.

- meeting the eligibility criteria of government funded course
- meeting any pre-requisite qualifications or work experience
- satisfactorily completing a Pre-Training Review to ensure that the proposed training program is suitable and learning strategies and materials are appropriate for you. This includes a language, literacy and numeracy assessment.

Selection for enrolment in our courses will be approved for applicants who meet the qualification selection criteria which is detailed in individual course brochures. In line with Government policy students with intellectual and physical disabilities are encouraged to participate in training.

Enrolment is conditional upon:

- Accurate and complete information being supplied by you
- Completion of the required enrolment and statistical information
- An undertaking by you to abide by the policies and procedures and standards of conduct of Chelsea College; and
- Payment of any prescribed Tuition Fee, and course materials fees (where applicable)

At the time of enrolment, you are required to complete a Student Enrolment Form which documents your eligibility for government funding and includes your acknowledgement of all fees and charges, as well as Chelsea College's privacy statement.

### 2.5.1 Skills First Funded Program

Generally, you are eligible for a government-subsidised training place if you are:

**To be eligible for Skills First funding, a student must be:**

- a) an Australian citizen or permanent resident, or a New Zealand citizen
- b) physically present in Victoria when they're doing training and assessment.

**The '2 Skill Sets in a year' and '2 AQF qualifications in a year' limits**

1. In a calendar year, a student may only commence a maximum of two:
  - a) Skills First subsidised Skill Sets; and
  - b) Skills First subsidised programs that are AQF qualifications.
2. The following scenarios are not counted when determining if a student meets these limits:
  - a) transitioning from a superseded program to the current version of the same program;



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- b) recommencing training in the same program (at either the same or a different provider);
- c) enrolling in an Apprenticeship (not Traineeship) after having participated in one of the programs identified as a 'Pre-Apprenticeship and Pathway Program' on the Funded Programs Report; or
- d) participation in '22510VIC – Course in Identifying and Responding to Family Violence Risk'.

## The '2 at a time' limit

- a) A student may only commence a maximum of two Skills First subsidised programs at any one time.
- b) Participation in the '22510VIC – Course in Identifying and Responding to Family Violence Risk' will not be counted when determining if a student meets this limit.

If you are enrolled at a school, you will not be able to receive a government-subsidised training place for a course through the Skills First Funding, unless you are undertaking the course as part of a School-Based Apprenticeship or Traineeship. The Government supports schools in other ways to offer vocational training to their students, so you should discuss all your options with your school.

## 2.5.2 Fees and Charges

Student fees and charges vary, depending on the course and subject to change.

- Prior to enrolment, Chelsea College representative will provide you individual statement of fees which will have the following information:
  1. Course title and code
  2. Duration of the course
  3. Tuition fee
  4. Government Subsidy
  5. Any other fee or charges
  6. Concession fee (if applicable)
  7. Delivery mode
  8. payment terms, including the timing and amount of fees to be paid and any non-refundable deposit
- Chelsea College's refund policy will also be provided to you.

For indicative costs of your tuition fees and associated charges, please see our Statement of Fees on Chelsea College website at <https://chelseacollege.edu.au/>

## 2.5.3 Fee Concessions

### Who is eligible for a concession (except Diploma and Advanced Diploma level)?

Concessions on tuition fees for government subsidised training places in all course categories except Skills Deepening (Diplomas and above) are available to people in the following groups:

- [Commonwealth Health Care Card](#) holders, and their dependent children and dependent spouses
- [Pensioner Concession Card](#) holders, and their dependent children and dependent spouses
- [Veteran's Gold Card](#) holders (but not their dependents).

The concession fee for all course categories except Diploma and Advanced Diploma is the same as the concession fee for the relevant course. Please see the Fees and Charges Schedule

## 2.5.4 Indigenous students

Under an Indigenous Completions Initiative, Indigenous students pay only the minimum or concession tuition fee for all courses, including courses in the Skills Deepening category.

## 2.5.5 Fee Exceptions

Students who are prisoners, detainees or who are under a court order are exempt from fees. (Please refer to Fee and Charges Policy and procedure for more information.)

## 2.5.6 Fees Payable

Fees are payable when the student enrolls in a course. The student will be required to tuition fee and/or material fee deposit prior to commencement. The pre commencement invoice must be paid prior to course commencement. After commencement the employer or student will be invoiced at 30 days from commencement. Please refer to the Statement of Fees for detailed information.



## 2.5.7 Student Cancellation

Students who withdraw from their enrolment part way through a training program must notify us in writing at the earliest opportunity if consideration of fee reimbursement is required. Once we are notified in writing via a signed variation form the refund schedule will apply as per the refund policy. Please note calculations will be made from the date of the cancellation on the variation form. Non-attendance of classes does not constitute cancellation. We are entitled to retain fees for any component of the course completed up until the point of cancellation notification by the student via a signed variation form.

## 2.5.8 Replacement of text and training workbooks

You will be provided with or be able to purchase all required learning and assessment materials. Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement.

## 2.5.9 Payment Plan

If you are experiencing temporary financial difficulties a Payment Plan is available to assist with your fee payment. Please contact Students Support department if you require assistance with your fees.

## 2.5.10 Re-issue of Certificate

If for any reason you require an additional Certificate Chelsea College will charge an administration fee of \$25 to re-issue your certificate

## 2.5.11 Induction

Students are given an induction session during their first attendance at class, or workplace visit, prior to the commencement of training.

Your Trainer/Teacher will:

- explain their role in your training
- confirm the details of the course and training/assessment requirements
- deliver and explain your learning and assessment materials
- confirm all parties understand their role and responsibilities in the training and assessment process
- ensure that you have access to the Student Handbook
- You should take this opportunity to clarify any queries resulting from reading this handbook.

## 2.5.12 Student Enrolment Obligations Notification of change of personal information

It is essential that students ensure that their correct postal address is registered with Chelsea College. You should note that much official correspondence is sent to your 'Postal Address'. If you fail to notify Chelsea College of a change of address you may jeopardise your chances of meeting deadlines and observing other special requirements. Any other changes to personal data, such as name, email address, emergency contact details, or employer details (for Apprentices/Trainees) etc., should also be communicated to Chelsea College as soon as possible.

## 2.5.13 Participation

All students must meet their course progress obligations, as set out in their training plans. If you find you are unable or unlikely to be able to do so, you must discuss this with your Trainer/Teacher and employer/school (if applicable), as soon as possible.

Failure to attend classes on a regular basis without acceptable evidence of incapacity may result in not meeting the assessment requirements for a course or unit of study. In some circumstances, if you have not satisfied the assessment requirements and wish to satisfactorily complete the unit, you will be required to re-enrol.

## 2.5.14 Excursion Attendance

If you are attending an excursion as part of your study you will be notified about it in advance, including the start and finish times. If you leave an excursion early for any reason, then the responsible Trainer/Teacher must be informed so that you can be marked off the attendance roll.





## 2.5.15 Academic Progress

All students are expected to maintain a minimum academic standard to be allowed to continue their studies as per the training plan and must regularly attend on-the-job training/work placement requirement.

## 2.5.16 Training Plans

All students have a Training Plan, which documents their proposed learning and assessment strategy. The Training Plan will be signed by you, your employer and/or school (where applicable) and Chelsea College's representative. Training Plans are usually developed and signed prior to training commencing but must be finalised no later than four (4) weeks after training commencement.

The outcome of your Pre-Training Review shapes the approach Chelsea College will take to design your Training Plan. All Training Plans will include, at least the following information:

- name and contact details of Chelsea College (and employer, for apprentices/trainees)
- title and code of qualification
- unit title and code of competencies/modules to be obtained
- scheduled hours for competencies to be obtained
- timeframe for achieving competencies including the proposed start date and end date of each competency (and actual dates where training has already occurred)
- delivery modes to be used
- assessment details and arrangements
- party or parties responsible for the delivery and/or assessment of each competence; and
- Record of RPL assessment and CT granted, as relevant.

## 2.5.17 Apprentice/Trainee Training Plans

Apprentice/Trainee Training Plans are designed to meet these additional requirements:

- detailed training activities and responsibilities for training to be undertaken as part of any workplace-based training arrangements
- details (when, how and how much) of the time allocated outside routine work duties for structured training
- signature (including date of signature) of the Chelsea College representative, employer, Apprentice/Trainee (School-based Apprentices/Trainees also require the signature of the school's representative); and
- Any other specific requirements to be met in accordance with the Training Contract or the Approved Training Scheme.

A Training Plan can be changed after training commences and units selected may be replaced by another where it would create a better fit and Chelsea College is able to provide training. This would only occur following discussion and agreement with your Trainer/Teacher (and employer, if applicable).

## 2.6 Code of Practice

This Code of Practice requires Chelsea College to implement policies and management practices that maintain high professional standards in the delivery of education and training services which safeguard the educational interests and welfare of staff and students.

## 2.7 Administration and Management

Chelsea College will meet the following minimum administrative and management standards:

- Ensure that staff with relevant qualifications and experience will undertake responsibility for the management and coordination of training, delivery, assessment, verification, staff selection and professional development of the Institute.
- Maintain adequate and appropriate insurance including public liability, and Work Cover.
- Advise the Registering Authority in writing of any change to the information contained in its Registration/Endorsement Application.
- Allow the Registering Authority access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration/Endorsement.
- Pay the Registering Authority all registration fees within 30 days of these fees being due and payable to maintain registration.
- Maintain systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued and grievances if any.
- Treat all personal records of clients with the strictest confidentiality.
- Provide facilities for staff and students to access their own records.



## 2.8 Legislative Compliance

We must comply with the following legislation within the operations of our college:

- Workplace Health and Safety Act 2011
- Disability Act 2006
- Anti-Discrimination Act 1977 (Commonwealth)
- Copyright Act 1968 - Sect 1 Short title
- Working with Children Act 2005
- Working with children Act 2005 (Vic)
- Child Wellbeing and safety act 2005 (Vic)
- Charter of Human Rights and responsibilities Act 2006 (Vic)
- Human Rights and Equal Opportunity Act 1986
- Standards for RTOs 2015 under subsection of the National Vocational Education and Training Regulator Act 2011
- Information Privacy Act 2000
- National Vocational Education and Training Regulator Act 2011
- National Work Health and Safety Act and Regulations (Commonwealth)
- Privacy Act and National Privacy Principles (2001)
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Specific legislation noted in course materials.
- Workers Compensation Regulation 2003
- Workplace Injury Management and Workers Compensation Regulation 2002
- Student Identifiers Act 2014

For access to Australian Legal Information Institute databases of Commonwealth, State legislation see [www.austlii.edu.au](http://www.austlii.edu.au)

For access to Occupational Health and Safety legal obligations see [www.nohsc.gov.au](http://www.nohsc.gov.au)

For legislative and regulatory requirements relating to VET see the following web sites:

- Australian Skills Quality Authority [www.asqa.gov.au](http://www.asqa.gov.au)

According to the Standards for Registered Training Organisation (RTOs) 2015 and State Funding bodies, as Registered Training Organisation (RTO) are obliged to provide data on our students and courses.

The data we collect at enrolment meets the data specifications of the “Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) VET Provider Collection specifications. For more information visit [www.ncver.gov.au](http://www.ncver.gov.au).

As student of Chelsea College, you may be contacted and requested to participate in a National Centre for Vocational Education Research (NCVER) survey or a department education project, audit or review.

## 2.9 Chelsea College Staff

### 2.9.1 Staff Requirements & Company Structure

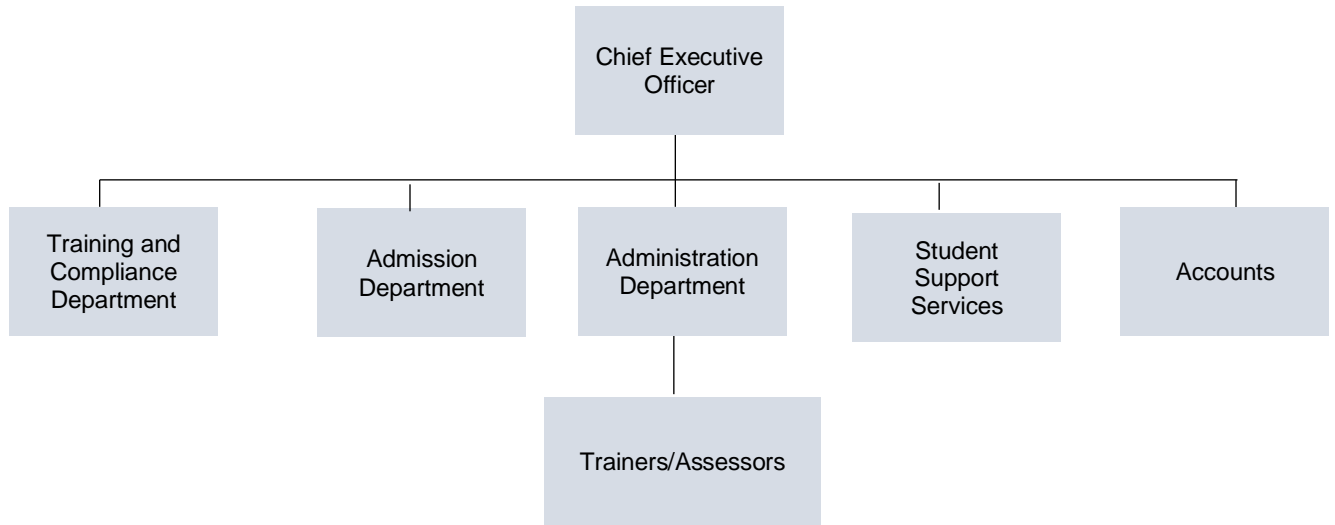
- General Manager is responsible for the standard of training and safety within Chelsea College and for the assessments conducted whilst students are attending Chelsea College.
- The Trainers at Chelsea College supervise all training and assessments. In addition, trainers are responsible for day-to-day course administration. All have at least a Certificate IV in Training and Assessment and all the necessary endorsements to allow them to conduct and assess competency and underpinning knowledge. Trainers and assessors must, by law, maintain accurate records of attendance and participation.
- Compliance officer will be responsible for maintaining the compliance of the organisation with the relevant standards and legislations applicable to Chelsea College.
- Administration Department is responsible for day-to-day administrative tasks like admissions, monitoring attendance and course progress, student support services etc.

CEO is responsible for managing the overall operations and maintaining compliance with all the legislation and requirements of RTO Standards as well as VET funding contract.

Company structure diagram shown on following page:



## 2.9.2 Chelsea College Company Structure





## 2.10 Competency Standards, National Qualifications and Assessment Guidelines

A Training Package consists of three parts:

### 2.10.1 Competency Standards

**Competency Standards** provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They are the basis for designing vocational education and training courses and assessment approaches for delivery off-the-job by registered training organisations (RTOs).

### 2.10.2 National Qualifications

**National Qualifications** within the Australian Qualifications Framework (AQF) are awarded when a learner has been assessed as achieving a combination of Units of Competency that provides a meaningful outcome at an industry or enterprise level. Each qualification consists of core and/or elective Units of Competency. These cover knowledge and skills that workers require in performing a job. Where an individual achieves one or more Units of Competency without completing a full qualification, a Statement of Attainment is issued that recognises their achievement.

### 2.10.3 Assessment Guidelines

**Assessment Guidelines** provide a framework for accurate, reliable and valid assessment of the applicable Competency Standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications. To be assessed as competent and attain a specific competency standard, a learner needs to be able to competently perform all the elements in the performance criteria of a unit of competency. Learners will be required to collect evidence from both on and off-the-job training and/or classroom-based training and work placements. It is the combination of both the on and off-the-job training evidence that supports an assessment of competence.

## 2.11 Assessment

Assessment is the process of gathering and judging evidence in order to decide whether has achieved a standard or objective and it is a competency-based assessment. The competency-based assessment is the method of gathering and judging of evidence in order to decide whether you achieved a standard of competency.

The assessment tasks within this unit provide you with the opportunity to demonstrate evidence of the required knowledge and skills to Maintain work health and safety.

### 2.11.1 Principles of Assessment

The four principles of assessment are followed in assessment of each Student's evidence of competence.

The four principles are;

- Validity
- Reliability
- Flexibility
- Fairness

**Validity:** Assessment against the unit(s) of competency and the associated assessment requirements covers the:

- broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a student could establish these skills and knowledge in other similar situations; and
- Judgment of competence is based on evidence of Student performance that is aligned to the unit/s of competency and associated assessment requirements.

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

**Fairness:** The individual Student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by Chelsea College to take into account the individual Student's needs. Chelsea College 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.

**Flexibility:** 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.



## 2.11.2 Rules of Evidence

There are four rules of evidence that guide the collection of evidence. The learner's work must demonstrate the rules of evidence:

Valid – The assessment task must cover the required skills and knowledge

Sufficient – it must be enough to satisfy the competency

Current – skills and knowledge must be up to date

Authentic – it must be the learner's own work and supporting documents must be genuine.

## 2.12 Competency/Submission Details and Instructions

For you to achieve competency in each unit, you are required to complete all the tasks and submit according to your proposed training plan or else as negotiated with trainer. The student instructions for each task have been mentioned before the start of each task in the assessment workbook. You must achieve satisfactory ratings on all tasks and all completed assessment tasks must be submitted in form hard copy or email to your trainer/assessor.

- The submission of answers (theory assessment tasks), should be typed using software suite like Microsoft Office and submitted in printed form (If you are not comfortable with this form of assessment please speak to your trainer for alternative arrangements)
- Reports / templates where provided (workplace assessment tasks) should be completed by hand and submitted along with printed documents.
- At each submission of your assessment, the student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.
- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.
- If you are unsure of the requirements of any assessment task – please contact your trainer/assessor, for clarification. Reasonable adjustment options are available however this must be arranged with the Training Department prior to assessment.
- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.
- Written questions require in-depth responses and answers must be correct, sufficient and in acceptable form of quality and standard
- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks

## 2.13 Understanding the Assessment Grading System

Assessments for qualifications are competency based, which means Students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: The Student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: The Student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent (C) result: Once a student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register [www.training.gov.au](http://www.training.gov.au)), C outcome will be awarded for the entire unit.



- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a Student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The Student will then be required to rectify these gaps and re-submit his/her assessment for marking.



## 2.14 Re-Assessment

If the result of your Unit Assessment is “Not yet Competent (NYC)”, you will be given an opportunity for reassessment. Each Student has three (3) attempts to achieve a competent outcome, including two resubmission attempts. You will only work on the component(s) of the Task(s) that were marked “Not Satisfactory”. The re-assessment must be completed within 14 days of assessment feedback given to you by your facilitator/assessor. Please note that Chelsea College will provide two (2) chances for re-assessment at no cost. If you are not able to achieve competency with all of these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

## 2.15 Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else’s ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant’s exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your trainer/assessor. In case you need further information about plagiarism and collusion, please ask Chelsea College staff to provide you with the copy of plagiarism and collusion policy and procedure. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one’s own unintentionally
- Submitting assessments copied from another Student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

## 2.16 Referencing

The students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else’s information or work. Chelsea College encourages its students to use APA 6th referencing Style.

You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information or visit <https://www.refme.com/au/referencing-generator/apa/> for APA style references generation.

You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:

- In-text reference - a reference to a source of information placed within the body of the work.
- The reference list - a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism.

## 2.17 Appealing

Appealing a decision: Where a student disagrees with a decision made by Chelsea College regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the Chelsea College complaints and appeals process given in Complaints and Appeals procedures, as you have the right to appeal the final decision. More information about this process can be found in the in complaints and appeal policy and procedure.

## 2.18 Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the organisation assessment process of policy and procedures.

This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one
- Provision of extra time
- Use of adaptive technology



The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

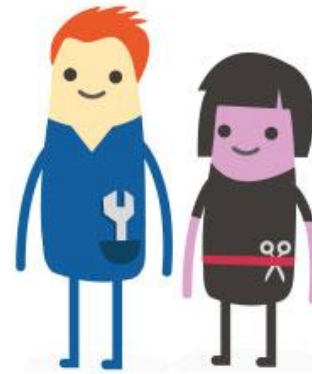
## 2.19 Unique Student Identifier (USI)

If you are undertaking nationally recognized training delivered by a registered training organization (such as Chelsea College) from 1 January 2015 you will need to have a Unique Student Identifier (USI).

A USI account will contain all your nationally recognized training records and results from 1 January 2015 onwards.

Students who have completed any units or qualifications from 2015 onwards will not be issued their certificates and/or statements of attainment until a verified USI has been created for you as per the Student Identifiers Act 2014.

USI is a requirement at Enrolment.







## 2.20 Language, Literacy and Numeracy (LLN) Support

The increased importance of employability skills such as communication and problem-solving skills all sectors/industries, highlights the need for underpinning foundation skills.

The Australian Core Skills Framework (ASCF) defines these foundation skills as reading, writing, oral communication, numeracy, and learning, which are essential for effective performance in the workplace.

Learners who have language, literacy or numeracy needs may require additional support or customised training and assessment. Chelsea College will make every endeavour to accommodate these learners and support this approach by:

- Assessing the learner's language literacy and numeracy skills during a pre-training review to ensure they have adequate skills to complete the training program.
- Conducting LLN testing (via online portal).
- Supporting learners with training and assessment material and strategies that are easily understood and suitable to the level of the workplace skills being delivered.
- Providing information to learners about details of language, literacy and numeracy assistance available.
- Where a level of support is assessed as necessary for a learner that is beyond the support offered by Chelsea College, the learner will be referred to external language, literacy and numeracy support services, and an extension of time to complete the training program negotiated if necessary.

## 2.21 Recognition of Prior Learning (RPL) and Credit Transfer (CT)

### 2.21.1 Recognition of Prior Learning.

Recognition of Prior Learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

### 2.21.2 Credit Transfer

Credit transfer (CT) is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

CT or RPL must be requested (in writing) within 15 days of enrolment. Original copies of transcript must be provided along with the CT Request Form.

Chelsea College recognises all Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by other RTOs. A student may apply to have a unit recognised by Chelsea College if the unit code and title exactly matches the unit for which recognition is being sought; or if the unit held is equivalent to the current unit.

When Credit Transfer is granted, a credit is noted on the student's academic record and they will not be required to undertake further training or assessment in that unit.

If you wish to apply for Credit Transfer, please speak to Chelsea College representative prior to or at the time of enrolment. An application must be completed, and the original (or certified) Qualification or Statement of Attainment produced. The application, together with supporting evidence, must be submitted prior to the commencement of training. Please refer to relevant policy and procedure for detailed information.

## 2.22 Assessments

All assessment due dates are set dates by which assessment tasks must be submitted, and are stated on the class or individual's training plan. Learners are expected to take responsibility for meeting due dates and plan their work accordingly. The due date is the day the assignment must be received by Chelsea College.

## 2.23 Extensions

Assessments must be submitted by the due date or an extension negotiated no later than the 12 hours prior to the original due date. Learners need to apply for an extension via their Trainer. Please note the learners can also request their trainer/assessor for extension verbally. It is the discretion of trainer/assessor to grant or refuse.

Extensions will be granted on a case-by-case basis and are not guaranteed. Approval is up to the discretion of the Trainer/General Manager. An extension will only be granted when the learner has a valid reason for not submitting work on time such as illness or other serious matters and supported by documentation e.g. doctor's certificate.





## 2.24 Minimum Practical Requirements

All learners are required to meet the minimum practical hours for these qualifications, and learners undertaking voluntary placement may be required to continue attending placement after they have completed the minimum hours until they have met all practical assessment requirements in the workplace. Please refer below in course information for more information.

## 2.25 Working with Children Check

In 2006, the Victorian Government introduced a new checking system to help protect children from harm, the Working with Children Check. Prospective learners need to be aware that volunteering or working with children under the age of 18 requires a Working with Children Check and that employers, volunteer organisations and agencies must ensure that any of their staff or volunteers have one. It is advisable for learners to obtain a Working with Children Check before they commence their placements in regulated education and care service. Learners must present their Working with Children's Check or submit a certified copy of their Working with Children's Check before they can be accepted for work placement.

## 2.26 Results and Certificates

All learners are entitled to receive a Record of Results. Learners who have completed and been assessed as competent in all units of competency of a course will receive a Certificate, or Diploma. Learners must settle any outstanding fees before they can collect their qualification. Learner results will be kept on file for 30 years. Additional or replacement copies of the record, statement or certificate can be requested from the RTO. There is a charge of \$40 per document for this service.

We will issue your qualification when all requirements of the course have been marked as satisfactory and all units are assessed as Competent (C). Additionally, all administration requirements will have been met and any outstanding fees have been paid before qualifications will be issued.

Learners are entitled to receive statement of attainments if they have completed one or more accredited units at any stage throughout the course, or upon withdrawal or deferral.

Please allow 30 days after your file is completed before receiving your certificate. Should you need evidence of completion earlier contact the General Manager for a letter of completion (we cannot however print this until your file has been checked the Compliance Officer).

## 2.27 Withdrawal and Deferral

Chelsea College learners who wish to withdraw or defer from training must notify Chelsea College in writing. Withdrawals and deferrals will be processed within a week upon receipt of written confirmation, or after 4 weeks if there has been no contact from the learner in response to a withdrawal or deferral letter being sent to them by Chelsea College.

Learners who apply for a deferral can be granted two deferrals for a maximum of 12 month. Additional fees and charges may be associated with the recommencement of training.

Courses and funding may change and may not be available at time of recommencement. Should this occur Chelsea College will negotiate alternative study options and/or fees and charges with you.

## 2.28 Student Rights

- Be treated fairly and with respect by Chelsea College staff and other students;
- Learn in an environment free of discrimination and harassment;
- Learn in a supportive and stimulating environment in which to pursue their goals;
- Have access to counselling if desired or required;
- Privacy concerning records that contain personal information, subject to statutory requirements;
- Be given information about assessment procedures at the beginning of the subject/competency/module and progressive results as they occur;
- Lodge a complaint without fear of retaliation or victimization;
- Have Principles of Natural Justice applied during any investigation process concerning a breach of the Student Code of Conduct.
- Formally notify the Chelsea College of any absence of greater than three consecutive study days or of any withdrawal from enrolment



## 2.29 Student Responsibilities:

All students have a responsibility to:

- Treat other students and Chelsea College staff with respect and fairness
- Follow any reasonable direction from a member of Chelsea College staff
- Refrain from swearing, drinking and eating in classrooms and other learning areas (water only allowed).
- Behave responsibly by not littering, harassing fellow students or staff, damaging, stealing, modifying or misusing Chelsea College or other student's property
- Behave responsibly by not possessing or being under the influence of drugs and alcohol.
- Refrain from using mobile phones, pagers or any other electronic devices that may disrupt classes.
- Attend scheduled classes and Chelsea College activities regularly and complete all assessments within the required timeframe.
- Do all assessment tasks and examinations honestly, and not engage in plagiarism, collusion or cheating.
- Follow Chelsea College safety practices, including wearing approved clothing and protective equipment and following both written and verbal directions given by Chelsea College staff.
- Not to behave in a way that would offend, embarrass or threaten others.
- Comply with all lawful regulations, rules or procedures of the Chelsea College that pertain to them.
- Pay all fees and charges levied by the Chelsea College within the required timeframe.
- Attend all meetings called by the Chelsea College to discuss academic or course progress
- Meet or carry out all activities agreed with the Chelsea College in relation to maintaining course progress or academic performance

## 2.30 Breach of conduct

A Student breach of conduct occurs when a student behaves in a manner described below:

- Assaults, attempts to assault or threatens a person on the Chelsea College premises.'
- Acts contrary to Equal Opportunity practices of the Chelsea College which is committed to the prevention and
- Elimination of discrimination on the grounds of:
  - Age;
  - Impairment;
  - Industrial activity;
  - Lawful sexual activity;
  - Marital status
  - Physical features;
  - Political belief or activity;
  - Pregnancy;
  - Race;
  - Religious belief or activity;
  - Sex;
  - Status as a parent or a carer;
  - Personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
- Disobeys or disregards any lawful direction given by an officer of the Chelsea College.
- Acts dishonestly or unfairly in connection with an examination, test, assignment or other means of assessment conducted by the Chelsea College.
- Deliberately obstructs any teaching activity, examination or meeting of the Chelsea College
- Engages in any conduct or activity prejudicial to the management and good governance of the campus.
- Deliberately obstructs or attempts to deter any officer or employee of the Chelsea College in the performance of their duties
- Wilfully damages or wrongfully deals with any Chelsea College property.
- Attends classes whilst under the influence of alcohol or affected by drugs, etc. or possesses, uses or traffics a drug of addiction or drug of dependence within the meaning of the Crimes Act 1958 or the Drugs Poisons and Controlled Substances Act 1981 or any Act in substitution thereof.
- Carries or uses such items as firearms, knives, syringes, etc as a weapon
- Fails by or within the agreed required date or period, to pay any fee or charge payable to the Chelsea College
- Fails to comply with WH&S regulations or wilfully places another person in a position of risk or danger
- Fails to consistently and regularly attend scheduled classes and activities
- Constantly interrupts class time through the use or presence of mobile phones and pagers
- Uses abusive language.
- Fails to attend meetings called to discuss academic or course progress
- Fails to carry out actions or engage in activities agreed with the Chelsea College to maintain course or academic progress.



- Fails to formally notify the Chelsea College of any prolonged absence, change of address and contact details or of any withdrawal from enrolment.

## 2.31 Non-compliance

In the event of non-compliance/breach with our rules the following applies:

- A Trainer or the manager will contact you to discuss the issue or behaviour & to determine how the issue might be rectified. This will be documented, signed by all parties and included on your personal file.
- If your behaviour continues or the issue is unresolved, you will be invited for a personal interview with the Training manager to discuss this issue further and to make you aware of our complaints procedure that is available to you. This meeting and its outcomes will be documented, signed by all parties and included on your personal file.
- Should the issue or behaviour continue, you will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included on your personal file.
- Should the issue or behaviour still continue, training services will be withdrawn and you will be notified in writing that your enrolment has been terminated.

While we hope that these situations do not happen, we are committed to a very transparent process to ensure that all parties are satisfied with the final resolution.

## 2.32 Privacy and Confidentiality Records Access

Chelsea College is committed to protecting the privacy of your personal information.

You have the right to see and review your personal and training file at any time provided you organise it with the Training manager.

We have a Privacy Policy and procedure that sets out the way we handle personal information, including the use and disclosure of personal information and rights to access your personal information. We only collect information that is directly relevant to effective service delivery.

Chelsea College will exercise strict control over confidential information. If a third party requires client information, we will require your prior written consent prior to the release of any information.

On your enrolment application form, there is a place to sign to say that we can provide information to Government Departments about your enrolment, attendance and performance. We do this as it is required by the Government.

## 2.33 Discrimination and Harassment

It doesn't matter how old you are or whether you were born in Australia or overseas - the Equal Opportunity legislation and federal anti-discrimination laws protect your rights. It is against the law for someone to treat you unfairly (discriminate) or harass you (hassle or pick on you) because of your actual or assumed:

- Age
- Carer status
- Disability/impairment
- Gender
- Lawful sexual activity
- Marital status
- Physical features
- Political belief of activity
- Pregnancy
- Race
- Religious belief of activity
- Sexual orientation

It is also against the law for someone to sexually harass you. If you make a complaint (or help someone else make a complaint), it is against the law for someone to harass or victimise you because you have done so. It is also against the law to authorise or assist another person to discriminate or harass someone.

Discrimination in education occurs if a personal characteristic is used when:

- Deciding who will be admitted as a student including refusing to accept a student's application;
- Denying or limiting access to benefits; or
- Any other unfair treatment based on a personal characteristic defined by law.

Sexual harassment is behaviour of a sexual nature that is unwelcome, unasked for and unreturned. If a reasonable person would have foreseen that the behaviour would offend, humiliate (put down) or intimidate (threaten or scare) the other person, then the law classifies this as sexual harassment. Sexual harassment can be physical, verbal or written. It can include words, statements or visuals that are transmitted by paper, phone, fax, e-mail, office intranets, videoconference or any other means of communication.

If any of these things happen to you, or you feel they might be happening to someone else, go speak to your Trainer immediately and tell them about it. If you don't want to speak with your Trainer, then you should go and see the Training manager to get some assistance.



## 2.34 Safety

The Work Health and Safety Act is strongly enforced Australia-wide. It means that you cannot be placed at risk through anything that you may be asked to do by Chelsea College. Your trainers and assessors have been specially trained in Chelsea College's safety standards.

Should you be asked to do anything you feel is unsafe:

- Stop.
- Advise the trainer of your worries and do not proceed.
- Stop anyone else with you from doing anything unsafe.

It is the RTO's responsibility to keep you in a safe learning and working environment and he must not allow any work to be done that is unsafe.

We are an alcohol and drugs of abuse free centre: undertaking any part of your study intoxicated or affected by drugs of abuse may result in suspension or termination from the course. If you are caught selling or undertaking any other illegal activity, then you may be reported to the Police for appropriate action.

If you act unsafely, then you may be required to undergo additional training to demonstrate that you understand the safety requirements and are able to comply with them.



## 2.35 Access and Equity

### 2.35.1 Policy Purpose

The purpose of this policy is to ensure that Chelsea College (here after known as 'Chelsea College') provides fair and equitable access and opportunity to its student and staff. This policy also includes:

- Opportunities for reasonable adjustments are made to students.
- Students are given equitable access to facilities and services on and off campus.
- Staff members deal with all students fairly by considering the relevant circumstances of the individual. This does not necessarily mean that all students will be rates the same. Fairness is considered in the context of relevant circumstances.
- Decisions regarding student's entry to, progression through and completion of the courses are made on case – by – case basis.
- All relevant policies, procedures and forms are accessible to all staff and students working with in the Chelsea College and that these policies and procedures are implemented in a fair way.
- The student admissions process is based on entry requirements of each course. These entry requirements are published on our website and our marketing materials.
- Individuals raising concerns, complaints or grievances are treated with respect and are not discriminated.
- Students can access relevant policies, procedures and form through Chelsea College website and a hard copy can be requested from the Australian state offices.
- Students are also provided with all relevant policies, procedures and forms during induction process in the form of 'Student Handbook'.
- Staff can access relevant policies, procedures and form through Chelsea College website and Version Control Software.
- Staffs are inducted in relation to all relevant policies and procedures during their induction process.
- Staffs are updated with any new changes and updates in relevant policies and procedures by staff meeting, emails and memos.

### 2.35.2 Scope

This policy applies to all enrolled students and prospective students in all modes of delivery.

### 2.35.3 Legislation

Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.

The following legislation underpins all matters related to access and equity at Chelsea College

- Anti-Discrimination Act 1977
- Disability Act 2006
- Equal Opportunity Act 2010
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Working with Children Act 2005

### 2.35.4 Policy

1. Supporting students to succeed
  - Chelsea College acknowledges the diverse background of its students and commits to make its practices as inclusive as possible and not unreasonably prevent its students from accessing learning.
  - Chelsea College undertakes to be responsive to the individual needs of students, whether they relate to age, gender, cultural or ethnic background, health, sexuality, employment, location or other personal circumstance, and not unreasonably present barriers to their learning.
2. Recruitment, admissions and enrolment
  - Recruitment and admissions processes and policies are free from discrimination and are based on the requirement that students meet pre-requisites for a course. Access and equity issues are considered when setting course entry requirements and prerequisites. Course design and assessment can be flexible to make reasonable adjustments. Teaching and learning documents are non-discriminatory, using inclusive language and examples.
3. Student services
  - Students have equal access to learning and assessment materials and support services.



## 4. Academic and learning support

- Reasonable adjustments can be made to accommodate students needing supplementary academic and learning support. Reasonable adjustments may include:
- Additional academic and learning support, including literacy and numeracy support.
- Alternative methods of assessment where reasonable. Extra time to complete assessments.
- Assessments are designed to be fair, reliable, and consistent. Students are given details on required assessments for each subject at the beginning of each study period. Assessments for subjects delivered online are adapted to flexible delivery.
- Students may appeal assessment decisions through the Complaints, Grievance and Appeals Policy and Procedure.
- Special consideration may apply for extenuating circumstances.

### **Support is provided to those with special needs:**

Reasonable adjustment is provided to those with a disability or special needs according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- educational support
- alternative assessment methods
- learning and assessment aids such as papers in large print or the use of scribes or interpreters
- extra time to complete a course or assessment

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty.

Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting an examination; or believes that their performance in an assessment event has been affected by the incident.

Chelsea College premises provide appropriate access to those with a physical disability. Where Chelsea College provides training and assessment at other venues, Chelsea College will ensure to the best of its ability that venues are accessible to people with a disability.

Complaints and appeals are addressed in a fair and equitable manner. Individuals who believe they have been treated unfairly are encouraged to use Chelsea College's student complaints and appeals procedures. Chelsea College will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures.

Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.

## **2.35.5 Strategy for adhering to Access & Equality - Procedure**

**Strategy:** To include questions in all enrolment forms that requests learners to provide details of their background.

**Responsible Official:** Chief Executive Officer, General Manager

**Measure:** All enrolment forms assessed for inclusion of appropriate questions.

**Strategy:** Feedback forms to make available opportunities for learners to raise any access issues.

**Responsible Official:** Chief Executive Officer/ General Manager

**Measure:** All surveys forms assessed for inclusion of appropriate questions.

**Strategy:** Trainer to assess learner for any LL&N concerns at induction through ensuring learner completes their own enrolment form and other appropriate documentation.

**Responsible Official:** Trainer/ General Manager

**Measure:** Ongoing

**Strategy:** All policies, procedures, and contact information is to be made available to the general public through our internet website.

**Responsible Official:** Compliance Manager/ General Manager

**Measure:** Ongoing

**Strategy:** Any access issues raised by the public are to be addressed immediately to ensure it does not affect the enrolment and training of potential learners.

**Responsible Official:** Chief Executive Officer/ General Manager

**Measure:** Ongoing





# Chelsea College Student Handbook

**Strategy:** Allow for flexibility (when appropriate) for extensions of time to lodge enrolment forms, assessment tasks and other related forms, in particular for members of identified groups, in order to cater to those with different social and cultural backgrounds.

**Responsible Official:** Chief Executive Officer/ General Manager

**Measure:** Ongoing

**Strategy:** To provide a barrier free environment for learners and stakeholders for all people through offering multiple methods of contact, training and assessing

**Responsible Official:** Chief Executive Officer/ General Manager

**Measure:** Ongoing

## 2.36 Complaints and Appeals

### 2.36.1 Purpose

Chelsea College aims to resolve complaints honestly, fairly and without bias and in an easily accessible manner which is inexpensive to the parties involved. This policy/procedure supports 'Standard 10 – Student Support Services' of the which states:

The registered provider must:

- Have and implement a documented internal complaint handling and appeals policy and process;
- Advise an overseas student within 10 working days of their right to access external appeals process and provide contact details, if the overseas student is not satisfied with the outcome of the internal complaints and appeals process; and
- Immediately implement any decision or recommendation in favour of the overseas student through the internal or external appeals process.

### 2.36.2 Scope

This policy applies to all current, prospective and previous students and other stakeholders of Chelsea College.

### 2.36.3 Policy

Chelsea College is dedicated to provide excellent services and maintaining a friendly relationship at all levels from top management including employers, down towards our students. Chelsea College is committed to maintaining compliance with all regulatory, legislative and contractual requirements and has Complaints and Appeals Policy to ensure all complaints and appeals are handled as efficiently and effectively to be actioned within 10 business working days of receipt. As a student with us, you are entitled to make an appeal to an assessment decision within 20 working days. The following outlines our policy and procedures for the handling of verbal and written complaints and appeals.

Our Responsibilities to you if you have a complaint or appeal:

- Take all grievances, complaints and appeals seriously.
- To provide an efficient, fair and structured mechanism for handling complaints and appeals processes for all Students.
- Act upon the subject of any grievances, complaint or appeal found to be substantiated
- To provide our prospective Students with access to the complaints and appeals process before making an agreement to enrol, including those Students with any disabilities or special needs.
- Formal complaints and appeals can be written, or if verbal, a staff member will document the complaint or appeal and either the complainant or assisting staff member must sign-off the Complaints and Appeals Form.
- Action within 10 working days of receipt of the complaint or appeal.
- Handle all grievances, complaints and appeals professionally and confidentially in order to achieve a satisfactory resolution
- To keep complainant or appellant informed about the progress of their complaint or appeal and the expected timeframe for resolution.
- To resolve the complaint or appeal as soon as possible.
- To review complaints and appeals so that we can improve our service.
- To maintain the student's enrolment whilst an internal complaint or appeal is in progress and the outcome has not been determined.
- Provide details of external authorities' complainant may approach, if required.



## 2.36.4 Complaints Procedure

### 2.36.4.1 General Process

- The Complaints and Appeals policy & procedure, and forms are made available to all Students and other stakeholders by directly contacting Chelsea College, through the Chelsea College website, and Student handbook.
- Where possible all informal attempts shall be made to resolve the issue (Informal Compliant). This may include advice, discussions, meeting with the student or stakeholder, emails and general mediation in relation to the issue and the student / stakeholder issue.
- Any staff member can be involved in this informal process to resolve issues but once a student has placed a formal complaint / appeal, the following procedures must be followed.
- Any Student, potential Student, employee or third party may submit a formal complaint to Chelsea College with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party.
- Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the Chief Executive Officer (CEO).
- Any person wishing to submit a formal complaint or appeal can do so by completing the Complaints and Appeals Form and state their case providing as many details as possible. This form can be obtained by contacting Administration staff at Chelsea College, or through the Chelsea College website.
- As per policy, complaints are to be made in writing by the complainant.
- Chelsea College should review all complaints upon receipt.
- Acknowledge receipt of complaint in writing by sending a letter to complainant or email.
- Record details of the complaint on the Complaints and Appeals Register.
- Once a complaint or appeal is received and checked for, it should be forwarded to the appropriate personnel for review.
- There will be no charge to the complainant or appellant for the lodgement or presentation of their case. Incidental expenses for attending Chelsea College office to lodge the document or attend a meeting or any charges incurred (e.g. telephone) will NOT be reimbursed.
- All complainants and appellants must be given the opportunity to formally present their case and to be accompanied by a friend or third party to support them (and if language is an issue, to help them present their case. Any payments to accompany the friend/third party will be made by complainants or appellants.
- The Review Personnel may gather evidence and constitute a review committee as they see fit.
- This process must be commenced within 10 working days of the lodgement of the complaint or appeal (and receipt of all supporting evidence) and should be completed within a reasonable time period, usually 10- 15 working days.
- If further evidence is requested, then the Review Personnel must communicate with the complainant or appellant as soon as possible and within 5 working days of asking for evidence, it should be submitted.
- The process will be put on hold until the evidence is received.
- The decision will be advised in the written response to the complainant or appellant.
- In case of complaint, if the complainant is not happy with the decision they may appeal. That appeal is on the fairness and objectivity of the decision.
- A template for a formal written response has been developed for when the complaint is accepted or rejected. This also includes the complainant's right to access the Internal Appeals process.
- A template for a formal written response has been developed for when the appeal is accepted or rejected. This includes the appellant's right to access the External Appeal process.





# Chelsea College Student Handbook

- All documentation relating to a formal complaint or appeal MUST be recorded on the student file, in case of Student. This must include the initial form, supporting evidence, meeting minutes, copy of correspondence with all concerned parties. This information will be kept confidently and stored securely for 7 years.
- Documentation of all complaints and appeals and their outcomes is securely maintained. Potential causes of complaints and appeals are identified and Chelsea College takes appropriate corrective actions to eliminate or mitigate the likelihood of reoccurrence.
- All formal complaints or appeals must be logged in the Complaints and Appeals Register.
- A complaint or appeal is a learning opportunity for Chelsea College. The outcome will be seen as an input to the continuous improvement process. Any decisions that support Students will be immediately implemented.

## 2.36.4.2 Detailed Process

Complaints may be made in relation to any of Chelsea College services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including course progress, Student support and assessment requirements
- Student amenities and facilities
- Discrimination
- Sexual harassment
- The way someone has been treated or the actions of another Student
- Other issues that may arise

Appeals should be made to request that a decision made by Chelsea College has to be reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by Chelsea College

Chelsea College is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, Chelsea College ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

Where possible, all informal attempts shall be made to resolve the issue (Informal Complaint). This may include advice, discussions, meeting with the complainant, emails and general mediation in relation to the issue. Any staff member can be involved in this informal process to resolve issues, but once a complainant has placed a formal complaint / appeal, the following procedures must be followed.

If a complainant is uncomfortable in speaking directly to the person involved or the informal process does not resolve the issue to the complainant's satisfaction, the formal process should be followed as described later on in the document. Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under internal appeals.

Please refer to Assessment appeals points in the Appeals section.

Chelsea College reduces complaints through:

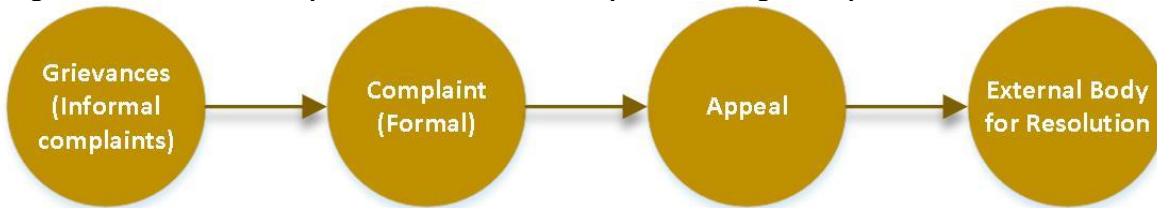
- providing excellent ongoing service
- addressing complaints quickly and fairly
- making sure similar kind of complaint/incident does not occur again

When a complainant has a genuine complaint, Chelsea College may:

- thank them for raising the matter
- treat them with genuine empathy, courtesy, patience, honesty and fairness
- respond to the complaint quickly
- tell the complainant how Chelsea College will handle it and when to expect a response
- speak to the complainant in person



**Diagram of the Different Steps/ Procedures in the complaints management process:**



## 2.36.5 Informal Complaint

- Students / Potential Students / stakeholders are encouraged, wherever possible, to resolve grievances directly with the person(s) concerned. For example: if the issue concerns an academic matter, the complainant should talk honestly to the trainer / facilitator through Student Support Services about his/her concerns. Issues about fees should be discussed in the first instance with the Accounts Department through Student Support Services.
- Any Student with a question or complaint may raise the matter with Chelsea College Student Support Services staff and attempt an informal resolution of the question or complaint. This can be done online by email or by telephonic conversation and face-to-face.
- Questions or complaints dealt within this way do not become part of the formal complaint process and will not be formally documented, recorded or reported on unless the staff member involved determines that the issue, question or complaint was relevant to the wider operation of Chelsea College.
- If the Student / Potential Student / Stakeholder has attempted to resolve the issue directly but is not satisfied with the outcome or does not wish to approach the person(s) concerned directly, then he/she may discuss the issue with the Compliance Manager. In case of face-to-face meeting, he/she may be accompanied or assisted by a support person during this process.
- The Compliance Manager will consider the issue and may either suggest a course of action to resolve the issue or attempt to mediate between the complainant and the person(s) concerned.
- Within ten (10) days of receiving the grievance, the Compliance Manager will provide the complainant and any other person(s) directly concerned, with a written report summarising the actions that were taken, or will be taken, to resolve the issue.
- If the complainant is not satisfied with the outcome, a formal complaint can be lodged under this policy.

## 2.36.6 Formal Complaint

- Students or any other stakeholders who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so.
- To register a formal complaint, a student must complete the Complaints and Appeals Form and contact the Student Support Services to arrange a meeting with Compliance Manager, if required (a nominated person if Compliance Manager is not present for the particular case). It is better to provide as many details as possible.
- Once a formal complaint is received it will be entered into the Complaints and Appeals Register and written acknowledgment will send to complainant. The information to be contained and updated within the register is as follows:
  - The name of the complainant
  - Date of the complaint
  - Type of complaint
  - Name of investigating officer / department assigned to deal with the complaint
  - Response from those involved in the allegations
  - Analysis of the matter
  - Outcome of complaint
  - Action recommended to address systemic issues (if any)
  - Time taken to investigate complaint
  - Complainant satisfaction with the outcome.
- There is no cost for the complaints process unless it is referred to a third party.



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- Complainants have the right to access advice, support, assistance or company from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the CEO.
- At the stage of the complaint meeting (if required), the complaint must be recorded in writing and signed and dated. The complaint is recorded in writing by completing the Complaints and Appeals Form prior to the meeting or a new document can be prepared and signed during the meeting.
- The Compliance Manager will then refer the matter to the appropriate staff members to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.
- Where a decision is expected to take longer than 60 days, Chelsea College will advise the student in writing of the delay and including the reasons for the delay. Thereafter the student will be provided with weekly updates in writing of the progress of the complaint.
- Weekly updates to both complainant and appellant will be provided by the Compliance Manager.
- If decision is taking more than 60 days, matter can be forwarded to an external complaint resolution organisation as well for resolution.
- At the end of the resolution phase, the Student Support Services will report Chelsea College decision to the complainant in writing. The decision and reasons for the decision will be documented by the Compliance department and will update the records accordingly.
- Following the resolution phase, Chelsea College must implement the decision as conveyed to the complainant. Chelsea College will immediately implement any decision and/or corrective and preventative actions that are required.
- Where the formal complaint process does not find in favour of the complainant, s/he will be notified that they have the right of appeal. He/she may initiate internal appeals process by completing the Complaints and Appeals Form.
- To appeal a decision, Chelsea College must receive, in writing, grounds of the appeal within 10 days of the date of the notice of the decision.
- Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the Compliance Manager or representative and also in the student's file, in case of Student as complainant
- We will ensure that the investigation process is impartial and encompasses the Principles of Natural Justice. No assumptions will be made, nor any action be taken until all relevant information has been collected and considered.
- There will be no victimisation against anyone who makes a complaint.
- Nothing in this procedure inhibits complainant's rights to pursue other legal remedies. Complainants are entitled to resolve any dispute by exercising their rights to other legal remedies.

## 2.37 Internal Appeals

- All students and stakeholders have the right to appeal decisions made by Chelsea College where reasonable grounds can be established. The areas in which a student or stakeholder may appeal a decision made by Chelsea College may include:
  - Any other conclusion/decision that is made after a complaint has been dealt with Chelsea College in the first instance as described in the complaints process above. This is referred to as *General Appeals and Internal Appeals*.
  - Assessments decisions as set out below (*Assessment Appeals*).
- To activate the appeals process, the appellant must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the appellant feels the decision is unfair, is to be clearly explained and help and support with this process can be gained from Chelsea College staff.
- Where an appellant has appealed a decision or outcome of a formal complaint, she/he is required to notify Chelsea College in writing within 10 working days, of the grounds of her/his appeal. Any supporting documentation should also be attached to the appeal.
- A Chelsea College representative must record the details in the Complaints and Appeals Register.



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- The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged in writing.
- The Compliance Manager or a nominee appointed by Compliance Manager will be notified and will seek details regarding the initial documentation of the appeal and make a decision based on the grounds of the appeal.
- The appellant will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated. Particularly the appellant will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The appellant is required to notify RTO if they wish to proceed with the external appeals process.
- Compliance Manager ensures Chelsea College acts on any substantiated appeal. Compliance Manager determines the validity of the appeal and organises a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.
- Where Students wish to appeal an assessment or RPL, they are required to notify their Trainer / Facilitator / Assessor in the first instance. Where appropriate their Assessor may decide to re-assess the student to ensure a fair and equitable decision is gained. The Assessor shall complete a written report regarding the re-assessment outlining the reasons why re-assessment was - or was not - granted.
- If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the Compliance Manager or a nominee appointed by the Compliance Manager and the appeal will be entered in the Complaints and Appeals Register.
- The Compliance Manager will be notified and will seek details from the Assessor involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another Trainer/Assessor appointed by Chelsea College.
- The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register will be updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify Chelsea College if they wish to proceed with the external appeals process.
- We recognise the right of individuals to approach an external agency if the formal complaint or internal appeal has not resolved the issue to their satisfaction.
- The student's enrolment must be maintained whilst an appeal is in progress and the outcome has not been determined.
- A maximum time of 30 calendar days from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.

## 2.38 External Appeals

- If not satisfied with the internal appeal processes, the complainant / appellant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by Chelsea College for that purpose.
- The division of the expenses associated with the mediation e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between Chelsea College and the complainant / appellant.
- Chelsea College will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.
- If a student or stakeholder is still dissatisfied with the decision of Chelsea College, they may wish to seek advice or make a complaint about Chelsea College to ASQA directly. If, after Chelsea College internal complaints and appeals processes have been completed, and they still believe Chelsea College is breaching or has breached its legal requirements, they can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as their advocate, the lodgement of their complaint will inform ASQA's risk assessment of Chelsea College and a complaint audit may be conducted.
- Contact details for ASQA are:
  - Australian Skills Quality Authority
  - Melbourne - Level 6, 595 Collins Street
  - Brisbane - Level 7, 215 Adelaide Street
  - Sydney - Level 10, 255 Elizabeth Street
  - Canberra - Ground Floor, 64 North Bourne Avenue



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- Perth - Level 11, 250 St Georges Terrace Adelaide - Level 5, 115 Grenfell Street Hobart –
- Level 11, 188 Collins Street Telephone: 1300 701 801
- Email: [complaintsteam@asqa.gov.au](mailto:complaintsteam@asqa.gov.au)
- Website: [www.asqa.gov.au](http://www.asqa.gov.au)

## 2.39 Fees and Charges

### 2.39.1 Policy

This policy/procedure provides all staff and students information on the process for determining fees and charges for all courses provided.

### 2.39.2 Purpose

It also identifies the processes in place to protect the fees paid by students in advance.

### 2.39.3 Full Fee Students (FFS)

Chelsea College will *not accept payment of more than \$1500* from each individual Student prior to the commencement of the course. Payment is due on the day or prior (Max \$1500) to the commencement of the training/recognition and then a weekly amount equal to the calculated weekly cost of the course will be charged.

Chelsea College guarantees enrolment of training once full fee is paid. Students deemed Not Yet Competent in any unit, have an option to re-sit.

Given the benefits that training provides to individuals, students undertaking Training are required to contribute to the costs of their training. The amount of student out-of-pocket expense may vary depending on the course they undertake. The fee may be paid on student's behalf by an employer or another third party but cannot be paid by the RTO.

### 2.39.4 Procedure

All fees are to be confirmed prior to enrolment and the commencement of training. The amount to be charged for training and assessment services will be determined by the CEO and this will be consistently documented through all marketing materials and enrolment documentation (Enrolment Form).

Students will be informed of the amount of the course on enrolment and required to pay their course fees/deposit to confirm their enrolment. The collection of the student fees will be documented by Administration in the Student File.

Student fees are protected by the Chelsea College fair and reasonable refund policy and procedure which is provided to students prior to enrolment.

### 2.39.5 Course Fees

Course fees include Enrolment Fee and Tuition Fee. Concession tuition rates are available for concession card holders who meet eligibility requirements. Concession cards include Commonwealth Health Care Card, Pensioner Concession. Eligible Students who do not hold a concession card will pay basic the Basic Fee unless special conditions apply. All other students (i.e. not eligible for government funding) are required to pay the Full fee.

## 2.40 Plagiarism and Academic Misconduct

### 2.40.1 Scope

This policy applies to all:  
Staff of Chelsea College, past, current and perspective learners of Chelsea College.

### 2.40.2 Reference

Standards for Registered training organisation – 2015 (Standard 1)

### 2.40.3 Definitions

#### 2.40.3.1 Academic Misconduct



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Academic Misconduct is defined as any action(s) or behaviour likely to result in an unfair academic advantage, whether by unfairly advantaging a learner or disadvantaging another. Acts of academic misconduct include, but are not limited to:

- possession of unauthorised material before, during or after an assessment or exam
- refusing to observe the instructions during the assessment process
- sharing or publishing assignment materials
- collusion with another learner
- learner substitution
- plagiarism
- cheating

## 2.40.3.2 Plagiarism

Plagiarism refers to attempts by learners to use the work, words or ideas of others without proper acknowledgement. In the context of assessment, plagiarism occurs if a learner;

- presents any phrase or extracts, word for word without using quotation marks or referencing the author
- paraphrases all or part of an author's work and presents it without referencing the author, or providing inadequate reference to the author
- copies or paraphrases all or part of another learner's work and presents it as their own
- presents all or part of an assessment item previously submitted for assessment in another course or unit of work.

## 2.40.3.3 Collusion

Collusion is an agreement or cooperation in order to cheat or deceive for a fraudulent purpose. Collusion can apply to learners (past or present) who intentionally cooperate to gain an unfair advantage towards the achievement of a qualification, statement of attainment or credit towards these. Collusion also refers to the following practices which are not considered allowable;

- unauthorised and unacknowledged joint effort in an assessment
- unauthorised and unacknowledged copying of material prepared by another person for use in an assessment
- unauthorised and unacknowledged assistance from another person.

## 2.40.3.4 Non-academic Misconduct

Non-academic Misconduct is any action or conduct by learners relating to people or property which does not meet Chelsea College standards. Non-academic misconduct includes but is not limited to:

- a learner behaving inappropriately in a forum of batch on online portal;
- obstructing any Chelsea College Personnel or representative in the performance of their duties;
- acting dishonestly or knowingly making false or misleading representations in relation to enrolment in a course;
- misusing, stealing, damaging or destroying any property of Chelsea College, a staff member or representative, or another learner;
- wilfully disobeying or disregarding any order, direction or condition made by Chelsea College Personnel or representative;
- harassing or intimidating another learner or staff member based on race, ethnicity, sex, marital status, sexual preference, disability, age, religious or political convictions or for any other reason;
- prejudicing the good name, academic standing or good order and government of Chelsea College; and
- failing to comply with an outcome resulting from this policy.

## 2.41 Academic misconduct policy

### 2.41.1 Policy

This policy applies to incidents of academic misconduct by any Learner enrolled in a program offered by Chelsea College but includes reference to non-academic misconduct. Chelsea College will implement this policy in accordance with the following principles:

- Each case of alleged misconduct will be dealt with on its merits, in consideration of all circumstances surrounding the case, and in accordance with this policy. The outcomes of the Learners work will not be finalised until after the case of alleged academic misconduct has been properly investigated and any appeal process has concluded; and
- The initial investigation of misconduct will be undertaken by the General Manager and may be referred to the CEO.

Chelsea College is committed to operating within the following principles:

- Chelsea College will treat all Learners facing allegations of misconduct fairly and equitably and with due consideration of their privacy regardless of gender, race, ethnicity, age, disability or background consistent with equal opportunity and the principles of natural justice and procedural fairness;





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- Any Learner who is the subject of an allegation of misconduct is entitled to be regarded as not having committed the act of alleged misconduct until they admit to the misconduct; or a fair and proper investigation leads to the determination that they committed the act of misconduct;
- Knowledge that a Learner has acted in a particular way in the past will not be assumed to be evidence that they have acted in the same manner again. Such knowledge may be evidence that a Learner is aware that such action constitutes misconduct, and may be relevant to any penalty imposed; and
- Where any work (or part of work) submitted for assessment by two or more Learners is deemed by a Chelsea College assessor to be the same or substantially the same, Chelsea College will consider this to be evidence of academic misconduct by those Learners.

## 2.41.2 Procedure

### 2.41.2.1 Penalties

It is Chelsea College policy that the penalty or disciplinary action imposed should be appropriate to the type and severity of the misconduct. A decision of the appropriate penalty for any act of misconduct will be made by the General Manager with the final decision resting with Chief Executive Officer (CEO), and will consider, but not be limited to review of:

- the previous record of the learner;
- whether the learner admitted the misconduct and whether, in so doing, they came forward of their initiative;
- whether the learner assisted or hindered the investigation process;
- whether there was significant extenuating or mitigating factors;
- the type of misconduct;
- the number of learners affected or involved and the impact of the misconduct on the operations of Chelsea College and other learners; and
- Any benefit derived from the misconduct by the learner.

### 2.41.2.2 Academic Misconduct

Where academic misconduct is proven, the following penalties may apply:

- a formal caution or reprimand to be recorded on the learners' record with Chelsea College
- the annulment or disallowance of results in a particular assessment;
- a requirement to undertake further or supplementary assessments with the associated costs borne by the learner;
- the exclusion of the learner from Chelsea College programs either permanently or for a period of time;
- results withheld from the learner;
- suspension of enrolment; and/or
- any other penalty as determined by a Chelsea College

### 2.41.2.3 Non-academic Misconduct

Where non-academic misconduct is proven penalties including, but not limited to the following may apply:

- the learner is required to apologise formally to any aggrieved party where appropriate;
- the learner undertakes some form of remediation, such as counselling;
- the learner provides full reimbursement of the cost of any damage caused to Chelsea College
- the learner is expelled (permanent exclusion) from Chelsea College courses;
- the learners may have their enrolment suspended; and
- any such other penalty or action considered appropriate including referral to law enforcement agencies.

## 2.41.3 Notification

Learners who are subject to disciplinary decisions will be notified in writing of their misconduct (where appropriate) and the actions that will be taken by Chelsea College. Chelsea College will notify learners of the disciplinary outcome within a reasonable time of the incident being raised.

## 2.41.4 Appeals Process

Learners may appeal against the any disciplinary decision. This appeal must be submitted in writing to General Manager.

Appeals against the disciplinary decision must be made within 10 working days of receiving the disciplinary decision notification. Disciplinary appeals that are submitted outside of this time will not be considered.

The written appeal must state the grounds on which the appeal is to be made, and must contain an explanation of why the learner believes the original disciplinary recommendation/decision is inappropriate.

The Chelsea College Administration will consider the appeal by reviewing the initial disciplinary decision and the learner's written submission and may discuss the matter directly with the Learner and/or his/her representative. Individuals involved may also be contacted, for further information as required.



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The Learner will be informed of the outcome of the disciplinary appeal within 10 working days of its lodgement as identified by the date of receipt by Chelsea College. The decision of the appeal to the Chelsea College Administration shall be final and no appeals of this decision will be made.

## 2.41.5 Detailed Procedure

Where an allegation of academic, or non-academic misconduct as outlined in this policy is made, the General Manager will review the allegation and initiate contact with the Learner(s) to advise that they are under review.

The General Manager will commence an investigation into the allegation of academic misconduct and may engage the services of an independent third-party reviewer.

An investigation will take ten (10) working days or otherwise as specified by the General Manager.

The General Manager will contact the Learner(s) in writing to advise them of the outcome of the investigation and invite them to respond within ten (10) working days of the date of the letter or email.

Upon receipt of a response, the General Manager may make further investigations (if required) and/or refer the matter to the CEO along with a recommendation for an appropriate course of action in relation to allegation.

If no response is received from the Learner(s) by this date, the Learner(s) will be removed from the course.

All outcomes of the Learners work will not be finalised until after a case of alleged academic or non-academic misconduct has been properly investigated and resolved.

The General Manager and/or CEO will consider all cases of alleged academic or non-academic misconduct, and Learner response to these allegations on a case-by-case basis.

A decision on the outcome and to be communicated to a Learner will be decided based on the outcome of any investigation and/or Learner appeal of a decision (if applicable).

A decision of the appropriate penalty for any act of misconduct will be made by the General Manager with the final decision resting with CEO, and will consider, but not be limited to review of:

- the previous record of the Learner;
- whether the Learner admitted the misconduct and whether, in so doing, they came forward of their initiative;
- whether the Learner assisted or hindered the investigation process;
- whether there was significant extenuating or mitigating factors;
- the type of misconduct;
- the number of Learners affected or involved and the impact of the misconduct on the operations of RTO and other Learners; and
- Any benefit derived from the misconduct by the Learner.
- The Learner(s) will be notified in writing by the General Manager of the outcome of this decision.

Any costs associated with the outcome of this decision are to be borne by the Learner(s).

If the decision is taken to remove a Learner(s) from the course, no refund will be granted and no statement of attainment, record of results or relevant testamur will be given by Chelsea College to the Learner.

A Learner may appeal against a decision made in relation to an allegation of academic or non-academic misconduct by completing the Complaints and Appeals Form and submitting this to the Chelsea College within ten (10) working days of receipt of the decision.

Learners should refer to the Chelsea College Complaints and Appeals policy and procedure for further information on the appeals process.





## 2.42 Privacy Policy and Procedure

### 2.42.1 Scope

This policy applies to all:

- staff of Chelsea College
- learners of Chelsea College

### 2.42.2 Purpose

This statement outlines the policy on how Chelsea College uses and manages personal information provided to or collected by it. Chelsea College is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

### 2.42.3 Policy

Chelsea College may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to RTO operations and practices and to make sure it remains appropriate to the changing RTO environment.

Learners may be contacted and requested to participate in a National Centre for Vocational Education Research (NCVER) survey or a department-endorsed project or audit or review.

The Education and Training Reform Act 2006 requires Chelsea College to collect and disclose personal information for a number of purposes including the allocation to learners of a Unique Learner Identifier (USI).

In the course of its business, Chelsea College may collect information from learners or potential learners, either electronically or in hard copy format, including information that personally identifies individual users. We may also record various communications that learners or potential learners have with us.

In collecting personal information, we will comply with the national privacy principles set out in the Privacy Act 1988.

## 2.43 Qualification Issuance

### 2.43.1 Policy Purpose

The purpose of this policy and procedure is to describe the process involved in relation to the issuance of qualifications and statements of attainment for successful and partial completion of Chelsea College programs, in compliance with the Australian Qualifications Framework (AQF) and the Standards for RTOs 2015.

### 2.43.2 Scope

This policy applies to all:

- Staff of Chelsea College, who are responsible in the issuance of qualifications and statements of attainment.
- Current, prospective and previous learners.

### 2.43.3 Reference

Standards for Registered Training Organisations 2015 (Standard 3)

### 2.43.4 Policy

Chelsea College will provide a Statement of Attainment of the completed units upon request of learner at any time during the course.

Chelsea College will provide Certificate / Record of Results to the learner when final assessment being completed as academic requirement and all the official requirements are met.

### 2.43.5 Procedure

#### 2.43.5.1 Certificate Issuance

- On completion of each unit or module, the assessor is required to update the completed work into the Learner Management System (SMS) in online submission case, and to Records department in case hardcopy is submitted, for filing.



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- Chelsea College will issue AQF qualification documentation within 30 calendar days of the learner's final assessment being completed or their exiting their course, providing all fees have been paid, so learners can provide proof of their competence to employers (or potential employers) and obtain any industry licences or accreditation.
- When a learner has completed their course, they are required to complete either Qualification Issuance Form and submit it to the Student Support Services via email/post/in person, for processing, provided that the learner has fully completed the course and paid all necessary fees. Qualification Issuance staff has to check the requirements according to Qualification Issuance Checklist, the details of which are detailed hereafter.
- In order to process the learner's request, the Record department is to firstly check that the learner has a Unique Learner Identifier (USI). If the learner provides a USI, this must be verified.
- If the learner does not have a USI, Chelsea College will not issue a Certificate unless an exemption applies under the Learner Identifiers Act 2014.
- Provided the learner has provided a verified USI, the Records department must then check that the learner has completed all the units or modules of competency as outlined in the course by checking the SMS and by checking that the academic record contains all the completed assessments.
- In the event that evidence is missing, the Facilitator/Trainer will be asked to submit the remaining assessments before any further action can be taken.
- In the event that the learner has not completed all the required units or modules for that course, the learner will be asked to complete the outstanding units or modules before any further action can be taken.
- When the SMS and the learners' academic record have both been checked and found to be in order, the Records department should then check with the Accounts department that all agreed fees are paid.
- If there are any outstanding fees, the learner will be required to settle those before a certificate can be issued, as per the enrolment form which the learner has previously signed and agreed to.
- If all fees are cleared, the Records department is to generate the Certificate using SMS, and print the Certificate to be issued. The certificate must be in the same name as on their Enrolment Application form.
- Once the Certificate and Record of Results are printed, the CEO is required to check, sign and stamp the documents when satisfied that the units meet the training package rules.
- Once signed and stamped with the Chelsea College seal, the Records department should go through the Qualification Issuance Checklist and sign, which is on the reverse of the Qualification Issuance form. This is a final check prior to issuance of Qualification.
- The Certificate is then to be recorded on the Certificate Issuance Register outlining the learner's name, ID number, and course name and certificate number.
- A copy of the certificate is to be placed on the learner file. The copy is to be stored for 30 years.
- The Records Officer must then sign and date the Qualification Issuance Form to state that the certificate has been issued.
- The learner must also sign the Form and Qualification Issuance Register to acknowledge receipt of the certificate.
- The Certificate may now be issued to the learner.

## 2.43.5.2 Statement of Attainment Issuance

- Where a learner has not completed their course in full but has completed one or more of the units of competency, s/he can request a Statement of Attainment (SOA).
- Chelsea College will issue SOA documentation of the completed units or modules upon request at any time during the course and SOA will be issued within 10 working days of the learner's request or their exiting the course, provided all official requirements are met, so learners can provide proof of their competence to employers (or potential employers) and obtain any industry licences or accreditation, or other requirements.
- They are required to complete a Qualification Request Form and submit it to the reception via email / post / in person, for processing, provided that the learner has paid all necessary fees.
- In order to process the learners request, the Chelsea College personnel is to firstly check that the learner has a Unique Learner Identifier (USI). If the learner provides a USI, this must be verified.
- If the learner does not have a USI, Chelsea College will not issue a Certificate unless an exemption applies under the Learner Identifiers Act 2014.
- Provided the learner has provided a verified USI, the Records department is to then check which unit(s) the learner has completed by checking the SMS and by checking the academic file.
- In the event that evidence is missing and the learner file and the SMS do not match, the learners' facilitator / trainer will be asked to confirm which assessments the learner completed.
- When the SMS and the learners' file have both been checked and found to be in order, the Records department should then check with the Accounts department that all agreed fees are paid.
- If there are any outstanding fees the learner will be required to settle those before a Statement of Attainment can be issued, as per the Enrolment Application Form which the learner has previously signed and agreed to.
- If all fees are cleared, the Records department is to generate SOA using SMS, and print the SOA to be issued. The SOA must be in the same name as on the Enrolment Application Form, and only include the units completed by the learner.
- Once the SOA is printed, the CEO is required to check, sign and stamp the document when satisfied that the information is correct.
- Once signed and stamped with the Chelsea College seal, the Records department should check that the learners' name, course name, unit names and codes are correct.



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- The SOA is then to be recorded on the Qualification Issuance Register, outlining the learner's name, ID number, course and SOA number.
- A copy of the SOA is to be placed on the learner file. The copy is to be stored for 30 years.
- The Records Officer must then sign and date the Qualification Issuance Form to say the SOA has been issued.
- The learner must also sign the Form and Qualification Issuance Register to acknowledge receipt of the SOA.
- The SOA may now be issued to the learner.

## 2.43.5.3 Re-issuing Qualifications

- In some instances, re-issue of/or replacement of qualification documentation is to be carried out by staff at Chelsea College based on a learner making request as the relevant application on a Student General Request Form. For the cost involved in reissuance of the qualification please refer to fees and charges policy and procedure. The request will be completed by the Records department within 10 working days of receipt of the request. The learner must provide photographic proof of identity to the Records department for a replacement Qualification or Statement of Attainment. This can be done via email/post/in person
- The earlier issued Certificate / Statement of Attainment should be cancelled in SMS and new qualification document will be printed in lieu of cancelled document, once the required fee is collected
- Afterwards, the CEO is required to check, sign and stamp the documents when satisfied that the information is correct
- The Certificate / Statement of Attainment is then to be recorded on the Qualification Issuance Register outlining the learner's name, ID number, date of re-issue.
- A copy of the re-issued qualification document is to be placed on the learner file.
- The Records Officer must then sign and date the Student General Request Form to close-out that the certificate/SOA has been re-issued.
- The certificate/SOA may now be re-issued to the learner.

## 2.43.5.4 Revoked Qualifications

- Chelsea College reserves the right to revoke Certification (AQF Qualifications or Statements of Attainment) that it is has issued in the following instances:
  - Where incorrect information has been included in a Certificate / Statement of Attainment.
  - Where acts of plagiarism by a learner have been proven.
- Chelsea College will contact all learners who have had their Certificates or Statements of Attainment revoked and inform them of the revocation action in writing. Learners will be sent a letter advising them of the need to return their completion documents. In the letter they are advised that they have 10 working days to do so.
- In case of incorrect information in Qualification Document, Chelsea College will immediately reissue an amended version of revoked Certificate or Statement of Attainment where incorrect information has been used. The learner's name, ID, date and reason for revocation should be recorded in Qualification Issuance Register.
- If incorrect qualification document is already issued to learner, then new qualification documents should be stamped "Revised" and reason of revision will be printed on the back of document.
- The incorrect version should be crossed through and placed on the learner file along with a copy of the new, corrected version.

## 2.43.5.5 Unique Student Identifier (USI)

- Chelsea College will not issue any AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the Learner Identifiers Act 2014.
- If a learner has an exemption, Chelsea College will inform the learner prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript. The exemption is already stated in the policy.
- Chelsea College has record keeping processes in place to ensure the security of learner identifiers and all related documentation, including information stored in the SMS. Refer to Record Management Policy for details.
- Chelsea College can generate USI on learner's behalf but s/he has to submit USI Application Form to Student Support Services via email/post/in person.

## 2.43.5.6 Retention requirements

- Records of Statements of Attainment and Qualifications issued will be kept for a period of 30 years.

## 2.43.5.7 Appeals

Applicants who are not satisfied with the outcome of their application, may seek to appeal the decision via the Complaints and Appeals Policy and Procedure using Complaints and Appeals Form available from Chelsea College website



## **Traineeship Delivery Supplement**

This information is for employers, students undertaking workplace-based training including trainees and the designated workplace supervisor. This document should be read in conjunction with the Chelsea College's Student Information Handbook and understood prior to entering into a training contract and the signing of the trainee's training plan. As a registered training provider, we can support our students, the industry and the wider community by providing quality training courses.

Chelsea College is a registered training organisation (RTO) TOID 22130. We are registered with Australian Skills Quality Authority (ASQA) to provide nationally accredited training. Chelsea College is also contracted to provide government funded training to eligible individuals under the Skills First VET funding contract.

### **Workplace Based Training Overview**

#### **What is workplace base training**

This is for students currently employed either fulltime or part-time (minimum 13 hours per week). This option allows students to complete their training on the job and is formalised by the training contract and is open to all employees regardless of their age or experience.

#### **What is a Traineeship?**

A traineeship is a legally binding contract between the employer and an employee that has been employed under a training contract, apprenticeship/traineeship arrangement. Australian Apprenticeships include all apprenticeships and traineeships. They combine time at work with formal training. A traineeship may be offered to both part-time (minimum 13 hours per week) and full-time employees. Chelsea College provides training for the theory component to trainees undertaking traineeship.

Employers of trainees may be eligible for Commonwealth government support (funding) for employing a trainee.

Eligibility criteria does apply so please speak to an Australian Apprenticeship Support Network (AASN) for more details.

General eligibility requirements include (but are not limited to):

- Employment status – full-time or part-time (work a minimum of 13 hours per week-casual/contractors do not qualify)
- New workers, employed less than 3 months full-time or 12 months part – time
- Prior qualifications (type of qualification and year completed)
- Australian citizenship or permanent residency

#### **The Role of an AASN**

Australian Apprenticeship Support Network (AASN) providers are contracted by the Commonwealth Government to administer the Australian Apprenticeships/traineeships program and:

- Provide information and advice to employers and other interested parties regarding qualifications, delivery of training and funding available under the AA program
- Link Employers with appropriate Registered Training Organisations (RTO's) for training delivery
- Register the National Training Contract with State Training Services
- Pay apprentice Commonwealth Government Incentives to employers and apprentices
- Provided mentoring and support for the employer and apprentice/trainee

A training contract is signed by the employer and trainee and then registered with the VRQA (Victorian Registration and Qualifications Authority). The contract must be registered and Chelsea College is nominated as the registered training organisation before training can commence.

#### **Employment Conditions**

The conditions of employment for Australian apprentices/trainees are the same as for other employees working in similar occupations. This includes hours of work, overtime, holidays, personal leave, superannuation and other penalty provisions. Additional working conditions for Australian Apprentices/trainees require that they have:

- A designated workplace supervisor
- every opportunity to learn the skills and acquire the knowledge of their role
- access to structured on and/or off-the-job training
- paid time off work to attend training (in the workplace or off-site)
- a safe working environment.
- it is the responsibility of the employer to inform your Australian Apprentice/trainee of the employment conditions under which they will be working.

#### **Tuition fees & refunds:**

Please refer to the full fees and charges schedule at Chelsea College's website <https://chelseacollege.edu.au/>



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## Government Funding

Chelsea College has a contract, with the Victorian Government to provide funded places for eligible individuals. This contract means that eligible workplace-based students or trainees are charged subsidised student fees to do the course. Please refer to <https://chelseacollege.edu.au/> website for current fees and charges.

## Enrolment

### Pre-Training review (PTR)

Once the training contract has been registered and appears on Epsilon (government database) Chelsea College's representative will contact the employer and trainee to set up an appointment for the pre-training review. The purpose of this appointment is to:

- determine that this course is suitable to the trainee's job role
- determine the trainee has the required level of language, literacy and numeracy to undertake the chosen course
- ensure the course is suitable for the trainee's career pathway and future job aspirations
- ascertain learning & assessment styles and individual needs of the student
- determine eligibility to access government funding and advise on the impact to future funding
- establish applicable fees, charges and refunds
- complete enrolment documentation.

### What to bring to the pre-training review

**Workplace based students and trainees must bring the following to the Pre-training review:**

- Green Medicare card, Australian passport or Australian birth certificate (to demonstrate Australian citizenship)
- Driver's licence (or photo identification)
- Unique Student Identifier (USI) If you do have a USI, please go to <https://www.usi.gov.au/students/create-your-usi> to create a USI.
- Any statement of attainment/s or certificate/s for credit transfer purposes.
- Concession card (if applicable)

*The trainee must provide original documents to the authorised RTO delegate or certified copies. Contact Chelsea College for a list of persons authorised to certify documents.*

### Credit transfer

Refer Chelsea College Student Handbook.

### Recognition of prior learning:

Refer Chelsea College Student Handbook.

### Commencement of training

Once the pre-training review has been completed, Chelsea College's trainer will visit the workplace. The trainer will meet with the designated workplace supervisor to outline their role and responsibilities under the training contract. The trainer will also work with the workplace supervisor and the trainee to develop a training plan for completion of the qualification. The trainer will discuss any credit transfer (CT)\* or recognition of prior learning (RPL)\* relevant to the course.

### Training Plan

The training plan is an integral component to the successful completion of the qualification. The training plan provides the following details:

- Who will deliver training
- When it will be delivered
- Where it will be delivered
- How will it be assessed
- Who will assess it
- When will the assessment take place

The training plan is developed by the trainer in conjunction with the employer and the trainee. This document must be signed and agreed to by all parties. All parties will receive a copy of the training plan. Trainees will continue to have access to a live training plan via their student portal. The employer will receive (via email) an updated training plan each month. Student portal Login details will be provided after the Pre-training review has been conducted. The training plan is reviewed monthly and any changes must be agreed to by the trainee, employer and the RTO representative. Please keep the training plan in a safe place as it may be required for audit and/ or employer funding requirements.

### Trainer Contact & Support

Chelsea College trainer will visit your workplace at least every third month (minimum of four visits per year). These visits could be more frequent as well like once a month. These workplace visits should be attended by both the trainee and workplace supervisor. The visits are generally a duration of 2 hours. It is essential that the trainee prepares for these visits by reading the learner guides, bringing any assessments that have been marked, Not Yet Competent (NYC) and listing areas that they would like to work through and prepare questions.





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The key purpose of these visits is to:

- assist with any assessments that have been returned as not yet competent (NYC)
- provide training and complete the unit learning activities
- ensure that the structured training has been undertaken, documented and that the required number of Structured Training hours are recorded.
- check that the trainee is progressing as per the training plan. Where the trainee's progress varies to that of the training plan, the dates will be reviewed in conjunction with the employer, trainee and Chelsea College trainer.

## Structured Withdrawal Time

The employer must allow a trainee structured withdrawal time (SWT) away from normal work duties for training. A fulltime trainee must be released for three (3) hours per week / 12 hours per month, pro-rata for part-time trainees. The purpose of the structured withdrawal time (SWT) is to allow the trainee to undertake tasks or activities assigned by the Chelsea College trainer. These tasks are specific to the unit/s of competency being undertaken as per the individual training plan. Tasks and activities may include (but are not limited to):

- completion of assessment activities
- completing the On-the-Job Learning Guide
- practising and applying new skill and knowledge
- attending industry professional development
- one-on-one coaching with workplace supervisor.

All activities completed during structured withdrawal time must recorded and saved on a spreadsheet provide by Chelsea College. At the end of each month this document needs to be emailed to Chelsea College for monitoring and review purposes.

## Assessments

Trainees will receive their assessments via email after the formal commencement of training. The assessment is provided as a writeable document and the trainee is advised to download the copy emailed to them and save in an appropriate place before working on the document. Alternatively, the trainee can download the document and complete manually. It is the trainee's responsibility to ensure that copy all assessments is saved or backed up and retained, should they be requested by Chelsea College. The assessment task booklet must be completed with the trainee's name, date student number and signed and dated, and submitted as per the agreed training plan time frames. Any other documents required as part of the assessment including third party reports completed by the workplace supervisor are to be submitted with the assessment task booklet. Where there are extenuating circumstances preventing timely submission an extension request must be submitted to

## Reassessment

Refer to the Assessment Policy and Procedure.

## Completions

Once a trainee has successfully completed all units of competency, the employer is asked to sign off in agreement that the competencies have been demonstrated on-the-job. By signing this agreement, the employer acknowledges that the training contract will also be completed and that the trainee can no longer be employed as a trainee. That is, full wages and conditions must apply. On satisfactorily completing all units to achieve the qualification the Chelsea College will issue a transcript of results and certificate.

## Withdrawals

If a trainee leaves employment or with the employer's agreement, decides to withdraw from the course then one/both parties should notify their Apprenticeship Centre and Chelsea College. This will ensure that the training contract is cancelled in a timely manner. In these circumstances a statement of attainment will be issued for all units that have been marked competent.

## Suspensions

From time-to-time situations arise where a trainee may need to take extended leave from their employment. If a trainee is off work (or expected to be) for 3 months or longer, then the training contract will need to be suspended. Reasons such as serious illness, extended holidays or maternity leave will require a suspension. Please advise the AASN and/or Chelsea College should a suspension be required.

## Displaced (Unemployed) trainees

If a trainee becomes unemployed during the training contract period, then Chelsea College will allow the trainee to continue towards completing the course:

- For three months or to the end of the enrolment period (for which tuition fees have been paid) whichever is greater.

## Trainee contact details



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It is important that trainees advise Chelsea College of changes to their personal details. Events such as change of name and/or change of address must be advised at the earliest possible convenience. Situations such as change of name will require documented evidence such as a certified marriage certificate.

Trainees should also ensure that Chelsea College is advised of changes to telephone numbers and email addresses. Please email changes to [info@chelseacollege.edu.au](mailto:info@chelseacollege.edu.au)

## **Contact Details for Australian Apprenticeship Support Networks (AASN):**

- Apprenticeships Matter 1800 005 355
- MEGT 136 348
- Sarina Russo 1300 178 776
- MAS National 1300 627 628
- VECCI 1300 363 831



## 2.44 Receipt

I herewith confirm that I have read this Student Handbook prior to enrolment and understand the contents. I agree that I will follow the rules and requirements that are listed here and will follow these rules and requirements at all times.

I have been given orientation training talking about the requirements under the National Training Packages and the course requirements including further study options.

I have been given the information about my fees and refund policy.

Name: .....

Signature .....

Date.....