Student Handbook
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Message from the Director

The provision of quality training is tied to the skills and future productivity of our workforce and the innovation of our people. Star Training Academy offers quality, workplace competency based education programs for its students in a wide range of sectors including, Security, Community Services and Health, Hospitality, Business and Management and Training.

Our academic staff comprises experts from across the industries we work with and train and they regularly advise and inform management to ensure our programs are current and aligned with the market and the workforce. The combined administrative and training team ensures our programs remain relevant to industry, meet the high expectations of students and satisfy the changing requirements of the workplace.

Our library of programs is expanding into new areas and we are constantly working closely with industry stakeholders to meet their specific needs. We are happy to engage with business and industry to design and tailor specialised training programs for your workforce and staff. We can advise you where your skills gaps exist and assist with designing and delivering appropriate cost effective training solutions for you.

We presently offer programs from campuses in Granville and Liverpool, but we are equally as comfortable taking our programs offsite and into the workplace for onsite delivery.

Star Training Academy is proud of its on campus learning environments. The Academy’s facilities include fully equipped classrooms, an on-line library and dedicated areas to study.

Our student services team works closely with each student to provide a supported and positive learning experience. The Academy’s approach is encapsulated in our core values of quality education at all times, for all.

We are excited by this vision as we strive to deliver the highest quality education for our clients and we welcome you if you are with us for the first time and say thank you if you are returning. For all who study with us, we wish you well on your learning journey and your future endeavours.

Javaid Malik
Chief Executive Officer
Star Training Academy
**Mission**

Our mission is to continuously improve our business and education models and be recognised as and maintain a place among the top 5 percent of Registered Training Organisations nationally. We want to be known as a VET practitioner of choice among industry, an education provider where clients can rest assured they receive a consistent professional standard of training. We aim to exceed client expectations by constantly reviewing and improving our service standards based on feedback from our patrons. Our vision is to build stronger connections with industry stakeholders by offering quality training and assessment services which are trusted and valued and to expand our reach so we can help many others.

**Organisation**

Star Training Academy is a Registered Training Organisation (RTO 91349) operating from Granville and Liverpool in Sydney, NSW. We have been training since 2007 and despite being recognised in the industry as a provider of quality security training services, we have now expanded our scope significantly.

We can offer 14 full qualifications covering a wide variety of disciplines including, Work Health and Safety, Aged and Disability Care, Management, Early Childhood Education and Care, Security and Training /Assessment. We train at both our campuses, with courses running on regular monthly schedules and both are located close to public transport hubs. We are equally as comfortable travelling to deliver training for client’s offsite. We also offer a number of short course qualifications including, First Aid, RSA and RCG and Whitecard for Construction. We can also choose from over 325 individual Units of Competency to design a training program to suit workforce requirements.

Star Training Academy continues to grow and we aim to be among the top 5% of ranked RTO’s by the end of 2016. We are investing in new infrastructure and will potentially open another office in Campbelltown in 2015 and also in the same year, we hope to be successful in our application to become a VET FEE-HELP provider. All our programs carry the endorsement as nationally accredited training and we are registered with the Australian Skills Quality Authority (ASQA), who are the National Vocational Education and Training regulator, till 2018. All our trainers and assessors are industry professionals in their fields of expertise with many years of training experience behind them. We consider our training staff and our past and present students as a family and we continually strive to improve our service delivery for you and work as hard as we can to give you quality training and outcomes which assist you to gain employment.

An RTO:

- can issue Qualifications and Statements of Attainment that are recognised nationally;
- can use the Nationally Recognised Training (NRT) logo;
- is listed on https://training.gov.au/Home/Tga

Star Training provides training, which is nationally recognised and adheres to the standards set by the following bodies:

- National Centre for Vocational Education and Research (NCVER)
1 CLIENT POLICIES AND PROCEDURES

1.1 Enrolment and Induction

To enroll in a program a client needs to complete the course enrolment process and pay the course fees as set out in the course fee schedule outlined below. A copy of the schedule is also available on request from Star Training or at our reception desks.

Prospective students must initially complete an enrolment form and a Language, Literacy and Numeracy (LLN) skills assessment prior to the course commencing. This allows Star Training staff ample time to conduct the necessary administrative requirements, including the identification of individual learning needs, the ability to offer Recognition of Prior Learning (RPL), identify any health and medical conditions, verify identity where required or acknowledge other areas which may impact on your ability to successfully complete the training.

It is a condition of enrolment that students are provided with and have read this handbook, which is available at enrolment. A copy is also available on our website http://www.startraining.edu.au/wp-content/uploads/2015/04/48-Student-Handbook.pdf. By signing the enrolment form you agree that you have read this handbook.

As soon as staff have assessed the application form and LLN assessment, prospective students will be advised of their eligibility for acceptance into the nominated training program. Successful candidates will be given course confirmation documentation, including time, date, location of the training and will have the course structure and assessment requirements explained to them. Where required a customised Individual Training Plan will be put in place, especially for any funded training compliance requirements. Unsuccessful candidates will be advised verbally of the reason for non-acceptance and they have the right to appeal the decision through our Grievance Procedures.

A student induction will be provided for all new students commencing programs with us. The induction will occur on Day 1 of the training program and will include topics like:

- Site Safety
- Site Tour – amenities and facilities
- Course Outline and Outcomes
- Assessment requirements

A candidate’s enrolment however, will not be finalised or a place confirmed until Student Fees have been paid according to the nominated schedule or a payment plan has been negotiated with Star Training management.
1.2 Student Fees and Payments

Fees
For all fee for service accredited programs that do not attract government funding subsidies, Star Training requires a minimum deposit of $300 per individual student for all Certificate II and III level programs and $500 for all Certificate IV and above level training. Deposits must be paid 7 days prior to training commencing to secure a place on the course.

Following course commencement, Star Training may require payment of additional fees in scheduled payments in advance from the student, for tuition or other services yet to be delivered to the student. These additional fee payments will not exceed $1500 at any given time in advance.

These fees will be required to be paid by either a payment plan (if remaining fees are over $1500), or in full (if the remaining fees are below $1500) for tuition and other services yet to be delivered. The schedule for payment of remaining fees will be determined when signing a payment plan with administration, but will normally coincide with a second payment a third of the way through the training and any remaining payment at two thirds of the way through training.

If the full course or accredited workshop fees are below $1000, the full fee will be required prior to course commencement, irrespective of whether a deposit has been paid. A deposit simply secures your place on the course and allows us to plan administratively for the training.

Star Training course fees are a set price and include materials. Students will not be required to purchase additional training materials or learning aids. For higher level qualifications at Certificate IV and above, Star Training staff may recommend textbooks or literature to purchase as future reference material. Courses include tea and coffee daily, but in most instances students will need to provide their own lunch each day.

Any fees paid for any program with Star Training will only be refunded in line with our ‘Refund Policy’ and once an Enrolment Form is signed by a student, that signature constitutes acceptance to pay all associated program fees. For students under the age of 18, a signature from a Parent or Guardian will be required additionally.

Other Fees

Certificate Reissue Fee: In the event a client requires a new copy of a Qualification or Statement of Attainment or any other Certificate, a fee of $40 will be charged.

Course Transfer or Deferral: Once a client has commenced training and they wish to defer training or a client wishes to transfer to another program after completing enrolment, a Transfer or Deferral Fee of $150 will be charged.
**RPL Fee:** For clients wishing to lodge an application for RPL, a $400 non-refundable administration fee will be charged and is required prior to the process commencing. This covers the cost of initial interview, issuing of RPL kit and instructions for evidence gathering, an assessment of returned evidence, follow up interview if required and notification of result. As this process can be lengthy and detailed, the $400 administration fee does not guarantee a successful RPL outcome, it is a fee to cover costs associated with the process to that point.

For all Units of Competency which are then granted as RPL, the candidate will be required to pay 50% of the normal unit cost for the program applied for. Unit costs will be explained in full upon enquiry.

**Equipment and Resource Replacement Fees:** Any equipment or resources provided to the client as a loan for the duration of the course, which are lost or found to be willfully damaged by the client, will be paid for by the client at market replacement cost. This includes any willful damage to property within training room premises i.e. computers or IT equipment.

### 1.3 Refund and Cancellation Policy

**Cancellation prior to course or program commencing:** Once enrolment into a program has been processed i.e. a student has completed the enrolment form and made the initial deposit or a payment in part or full, the following will apply:

- The client must inform Star Training at least 5 days prior to course commencement that they wish to have their enrolment cancelled and refunded. If this occurs a refund in full will be given. Should the client inform Star Training less than 5 days prior of their wish to cancel, Star Training will retain 25% of the amount paid (deposit, part or full amount) to cover administration, planning and material costs and refund the balance.

- **If you have commenced training and decide to withdraw without extenuating circumstances and deposit or monies paid will be non-refundable.**

- **By signing the Enrolment Form you are declaring that you understand this to be the case.**

**Withdrawal due to extenuating circumstances:** In the case of a student who withdraws from a course due to extenuating circumstances prior or after commencing, the student may have their fees transferred as credit to another future program depending on availability. In the event the student does not wish to have fees transferred as credit, Star Training will refund 75% of the total amount paid.

Extenuating circumstances can be defined as follows:

- beyond the student’s control (could not have reasonably been anticipated, avoided or guarded against); and
- sufficiently grave to have caused considerable disruption to the student’s capacity to study effectively or to complete requirements.

Circumstances which can be deemed as extenuating include:

- administrative problems - such as the late arrival of teaching materials, texts, enrolment errors or delays
- legal commitments - jury duty or court appearance
- medical reasons
- family/personal reason

The following circumstances will not be considered extenuating:
- Self-discipline needed to study effectively
- Stress or anxiety normally associated with examinations, required assessment tasks or any aspect of course work. Some students who have not been in a learning environment for a long time will experience anxiety or learning phobias and our training staff will discuss this on the first day of your training and will attempt to give you every assistance possible and provide options to assist you.
- Clash of appointments or last minute routine appointments.

**Cancellation of course or program by Star Training:** Star Training reserves the right to cancel or terminate a course. This is only a safeguard aimed at ensuring the best possible outcomes for our clients and their safety and well being.

Should Star Training cancel a course for any reason, students enrolled at the time of the cancellation will be entitled to a full refund. Star Training acknowledges it has a responsibility to protect the fees paid by students in advance of their training and assessment services being delivered. Star Training is a member of the Australian Tuition Assurance Scheme (ASTAS) run by the Australian Council for Private Education and Training (ACPET). The ASTAS scheme ensures we are looking after our students by taking out insurance to protect against non delivery or cancellation of programs.

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

**Price Structure for Accredited Training**

**Full Qualifications**

Prices are inclusive of GST and are priced per person. All our prices are available on our website at [http://www.startraining.edu.au/course-specials/](http://www.startraining.edu.au/course-specials/) or in a hardcopy brochure available from our reception desks.

**Non Accredited Training**

Any non-accredited training we deliver as workshops or for private clients will be published in full on workshop literature and on our website or negotiated in private with our clients.

**1.4 Flexible Delivery and Assessment**

Star Training recognise the principles of flexible delivery and make every effort to be as accommodating as possible in the delivery of your training. For example to minimise time away
from work we can deliver some elements of your training online, we can provide you with learning materials to study at your own pace externally or we can assess you on the job. Our courses are designed to ensure maximum participation is possible by all, as we understand people learn in different ways and have competing demands on their personal time.

1.5 Conduct

All workplaces, including our training environments, require students to use their initiative, work as team members and to be honest, loyal and courteous. It is expected that you will treat fellow students and staff with respect. At Star Training we like to see the following basic principles relating to behaviour being applied:

- Focus on the situation, issue or behaviour, not on the person
- Assist with maintaining the self confidence and esteem of others
- Maintain constructive relationships with staff and fellow students
- Take the initiative to make things better
- Lead by example
- Respect the property of the RTO and fellow students
- The use of inappropriate language will not be tolerated
- Mobile phones are to be turned put away and placed on silent during class time

It is the responsibility of all students and staff to ensure that the abovementioned principles are adhered to at all times.

1.6 Client Privacy

Star Training recognises every student’s right to privacy and we treat all personal and private information in the strictest of confidence.

Star Training collects and stores clients’ personal details for training purposes only. We utilise this information to record your progress and satisfy mandatory reporting requirements as a regulated education provider. Where State or Commonwealth funding supports training we are obliged to submit your personal and progress details for research, statistical analysis, program evaluation, post completion survey and internal management purposes. We DO NOT share, rent, or sell personal information you provide us either onshore or offshore.

The confidentiality of the information we collect from you is protected under a range of legislation including the Privacy ACT 1988 (Commonwealth) and in line with the Australian
Privacy Principles outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012. If we are required to disclose information about any of our clients to a third party we will acquire written consent from the client first (i.e. editorial; photos for advertising purposes, etc).

Star Training collects information on all our students through enrolment forms, assessment tasks, surveys and personal interviews. Any information collected is stored in our training database.

If we decide we would like to utilise any information collected for statistical or promotional purposes we will request written consent from the client first (e.g. photos for advertising purposes). You will also be given a Media Consent Form to sign, either giving us permission to use testimonial or editorial and/or photos for marketing purposes or indicating you do not wish this to occur. We will respect the decision you take with regard to providing testimonial or marketing material and at no stage will you be pressured to change your position. Star Training will not disclose any information unless written permission has been obtained first.

All students agree to abide by these principles and agree to this by signing the Student Enrolment Form. All students are required to observe discretion in all their communications (verbal or written) in their dealings with students, clients and other stakeholders.

A full copy of our Privacy Policy can be found at http://www.startraining.edu.au/privacy-policy/

1.7 Client Health

We will endeavor to provide a learning environment which is safe and free from potential hazard or risk to health or personal safety and we will exercise our legal duty of care to ensure this is paramount at all times. Accordingly though, we ask that you take responsibility for your health, well being and safety and exercise a duty of care to ensure the safety and health of your fellow students. We take Workplace Health and Safety (WHS) very seriously and request that you do the same.

Anyone suffering from a temporary illness that is contagious (e.g. gastroenteritis, influenza and viral infections) should not participate in training until you are fully recovered. You have a duty of care to inform training staff should you contract an illness that could be contagious while studying.

1.8 Drugs and Alcohol

To ensure the safety of staff and students and to preserve the professional image of Star Training, the consumption and use of alcohol and/or prohibited drugs by any student during training is strictly forbidden at all times.

Any student who is affected by alcohol or other drugs whilst attending training is breaching Star Training policy guidelines and is subject to severe disciplinary action. This can lead to
temporary suspension from training or permanent removal from a program. It may also require the involvement of civil authorities including the police.
1.9 Workplace Health and Safety (WHS)

Star Training is committed to providing and maintaining a safe and healthy environment for the benefit of all clients, visitors and students. This includes providing a conducive learning environment.

The management is responsible for ensuring that the level of WHS is not compromised and recognises its obligations under Federal and State legislation, including the Work Health and Safety Act 2011.

Everyone, including students and sub-contractors, are responsible for reporting identified hazards. If you identify a hazard please report it to either your trainer or the administration staff. They will fill out a WHS Hazard Report Form and have the matter actioned accordingly.

It is important students report any injury immediately and fill out a WHS Injury/Incident Report Form; your Trainer and Assessor will be able to assist you with this. If students have any concerns or notice a condition or practice that seems unsafe, it is important it is brought to the attention of your trainer or a staff member.

1.10 Access and Equity

Star Training is committed to the principles and processes of access and equity in the delivery of its services, in accordance with the Sex Discrimination Act 1984, the Human Rights and Equal Opportunity Act 1986 and the Racial Discrimination Act 1975.

Star Training prohibits discrimination towards any group or individual in any form, including discrimination on the basis of:

- sex, race, colour, nationality, ethnic descent, ethno-religious, national origin, age, disability, pregnancy
- family and carer responsibilities
- marital status
- homosexuality and homosexual vilification
- transgender and transgender vilification
- HIV/AIDS vilification
Programs are designed and, wherever possible, facilities are set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by all clients.

In the event of a situation that you consider to be in violation of Star Training Access & Equity Policy, you are required to report the situation to your trainer immediately.

We are committed to delivering quality education and training. If you are experiencing any difficulties, do not hesitate to discuss your concerns with our staff, this includes either members of the Administration Team or Management.

1.11 Client Harassment and Victimisation Policy

All staff and students are expected to work in an atmosphere based on mutual respect for the rights and differences of each individual.

Star Training will not tolerate any harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual’s work performance or creating an intimidating, hostile, or offensive learning environment. This includes harassment, victimisation or bullying because of sex, race, national origin, religion, disability, sexuality or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation will not be tolerated.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of Harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a students work or work capacity
- Jokes and comments about someone’s ethnicity, colour, race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.
Examples of victimisation may include:

- Unfavorable treatment e.g. aggression
- Refusing to provide information to someone
- Ignoring a person
- Mocking customs or cultures

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear
- Behaviour that intimidates, degrades or humiliates a person
- Aggression, verbal abuse and behaviour which is intended to punish
- Personality clashes and constant ‘put downs’
- Client/student violence both physical and threatened against training staff

Students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer or Management. All complaints will be promptly investigated.

The privacy of anyone filing a report and the individual under investigation shall be respected at all times, consistent with the obligation to conduct a fair and thorough investigation.

Disciplinary action will be taken against students or staff who are found to have harassed other students or staff.

Star Training expects all our clients and students to support this policy. Breaches of the policy will be considered to be “misconduct” or “serious misconduct” which may result in expulsion from our training programs. It may also require Star Training to report the matter through civil channels.
1.12 Complaints & Appeals Procedure

Star Training recognises that differences and grievances can arise from time to time. We recognise the need for students, staff, other clients or third parties, to have confidence that we have a Policy and Procedures in place for dealing with Complaints and have an accompanying Appeals process. The parties mentioned should also be confident we will deal with grievances in a fair and equitable manner based on procedures that are appropriate, accessible and easily understood. Star Training has a duty of care in ensuring students study in a conducive environment, free of coercion, unfair treatment or harassment.

Individuals have the right at all times to take action under Australia’s Consumer Protection laws and lodge a complaint if they feel they have a grievance. Star Training is constantly reviewing and updating policies, as a grievance helps us to fix a problem and assists with continuous improvement. Individuals also have the right to lodge an Appeal against a decision made by Star Training for circumstances including an assessment result.

If you are experiencing any difficulty, please discuss your concerns with your trainer in the first instance. If you feel this is not appropriate for you, approach Star Training administration staff and request to speak with Management.

For full details of our Complaints and Appeals Procedure see Appendix 2.

1.13 Disciplinary Procedure

Students who are disruptive to the learning environment and are not responsive to initial requests from training staff for the consideration of others, whilst attending face to face classes will be referred to Management.

Students who disregard any of our policies and procedures may trigger disciplinary action. This action may range from a written or verbal warning, up to and including dismissal from training, depending on the severity of the event. For full details see Appendix 3.

1.14 Client Counseling Services and Support

Star Training caters to diverse client learning needs and aims to identify and respond to the learning needs of all clients where possible. At the initial stages of enquiry we establish whether or not we have the capacity to meet each client’s learning needs, with reference to the ‘Foundation Skills’ necessary for the proposed training. (‘Foundation skills’ include learning, reading, writing, oral communication, numeracy and Core Skills for Work).

We administer a Language, Literacy and Numeracy and Foundation Skills self assessment questionnaire for all students irrespective of learning background. We document this process and if we are unable to meet the needs of applicants, we will not enroll them in a course of study. We will explain other possible study options with us or find other suitable providers or
support mechanisms.

To ensure the quality delivery of education and training we encourage all our clients/students to tell us about their learning needs at all stages of their learning experience beginning with the initial enquiry and enrolment stage. Please ask to talk to us at any stage of your training and we will make an appointment for you to discuss your concerns.

We provide some client vocational counseling to improve and extend training outcomes.

Personal counseling services are available to all clients and staff. This may take the form of advice or referral to other services. Personal counseling services meet our code of practice and confidentiality requirements. Personal counseling services include, but are not restricted to:

- Grievance/conflict resolution
- Stress management
- Access and equity issues
- Client welfare and support

1.15 **Language Literacy and Numeracy (LLN) Support**

LLN skills are generally included and identified in Training Packages and accredited course programs. Clients need to be able to:

- Count, check and record accurately
- Read and interpret
- Estimate, calculate and measure.

We attempt to identify clients needing LLN support at and prior to enrolment. Our training staff have experience in LLN practice and will make an initial assessment of the foundation and LLN skill level of the client or student required for the qualification level. Based on the outcome of the assessment and if required, training staff will discuss the result with you and may make recommendations for referral to additional support services. This may mean that you are required to attain additional LLN and Foundation Skills support prior to commencing training.

Some of the support mechanisms we offer to cater for LLN requirements include:

- using the services of in-house LLN specialists who take part in such things as mentoring, team teaching and/or individual support;
- practitioner face-to-face networks;
- accredited and non-accredited professional development options;
- referral to Skills for Education through Department of Human Services for eligible
clients; and

- referral to the Adult Migrant English Program through the Department of Industry for eligible clients.

### 1.16 Recognition of Prior Learning (RPL)

Recognition of Prior Learning means a process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a VET qualification.

It is a process of gathering evidence which you supply and having it measured against predetermined performance standards.

To prepare for RPL you should indicate your decision to apply for recognition as soon as possible during or prior to the enrolment process. Once you have expressed a decision to apply, you will be given an RPL pack, have the processes explained to you and the associated fees outlined to you.

Following is an outline of how to prepare for RPL:

In consultation with your trainer you should:

- Decide which qualification and which unit(s) you would like to have recognised
- Provide an Evidence Portfolio as per guidelines in the RPL Kit
- Seek peer assessment
- Be prepared to 'show, tell and apply' your skills and knowledge

Evidence for recognition of prior learning may include:

- Performance, demonstration, or skills test/assessment
- Workplace observation
- Oral presentation
- Portfolio, logbook, task book, projects or assignments
- Written presentation
- Interview and questions
- Simulations
Candidates should initially self-assess against the performance criteria and critical aspects of evidence for each unit.

RPL candidates must document their claim for competency in sufficient detail to enable the assessor to make clear judgments. If you require further information please ask your trainer.

**Credit Transfer and National Recognition**

Recognition can also include the opportunity for Credit Transfer (CT) for previous study and must also be accompanied by evidence of currency in the study area. This is where you may have completed a formal accredited unit(s) from another qualification, and that unit(s) is also included in the new course you are studying. An RTO like Star Training can simply sight evidence you have completed the common unit and that it directly matches and automatically award it to you.

Nationally recognised Qualifications and Statements of Attainment issued to you by other RTO are recognised by Star Training.

In order to apply for CT the student should complete the following steps:

1. Complete the ‘Credit Transfer Form’
2. Attach a certified copy of the transcript from the RTO that issued the qualification and highlight the units you wish to have applied to your current enrolment
3. Submit completed ‘Credit Transfer Form’ and transcript
4. We will review and confirm that you are eligible for CT
5. If you are eligible, the result of CT will be applied to the unit on your student records
6. We will advise you of the outcome of the CT application

**1.17 Attendance Procedures**

Daily Attendance

All students are required:

- To attend all sessions as scheduled by Star Training and sign a daily attendance sheet
- To return from any scheduled breaks as requested on time
- To participate fully in all activities where possible
- To complete all tasks and assessments as scheduled
• To notify us if they are unable to attend any sessions due to illness or personal reasons. A Medical Certificate is required for leave of 2 or more days/sessions.

2 TRAINING DELIVERY AND ASSESSMENT

The National Vocational Education and Training Regulator Act 2011, established the Australian Skills Quality Authority (ASQA), which set national standards ensuring nationally consistent, high quality training and assessment services for the clients of Australia’s VET system.

2.1 Training

Training is delivered and assessed by qualified trainers who hold at a minimum, legally prescribed industry and VET qualifications. To demonstrate your commitment to your learning all students are required to attend each scheduled session. The trainer will moderate the learning pace, method and sequence appropriate to the learning needs of the group.

Learning methods will vary and can include:

• Classroom teaching
• Group discussions
• Practical exercises
• Guided team activities
• Oral presentations
• Case studies
• Role play
• Portfolio
• Group work
• Buddy sessions/mentoring
2.2 Assessment (Competency Based Training and Assessment)

Competency Based Training and Assessment (CBT) is measuring actual skills and knowledge a person will be required to perform in a workplace against a set of benchmarks or standards set by relevant industries. We are not measuring your knowledge; we are looking at how you would apply that knowledge.

CBT doesn’t measure you against other students, you are not competing, we are simply looking at how you would perform against a set of standards given what you have learnt, and you are providing us with the evidence to do that. With guidance in most cases we can help you attain those competencies through eventual demonstration of the key skills. You can show us those skills through practical demonstrations and questioning, role play and simulations, submitting projects or conducting written or short answer/multiple choice tests.

Assessment can be completed by:
- specific written assessments
- team projects or reports
- formal questions (including multiple choice)
- practical demonstrations
- small or large group tasks
- oral presentations
- problem solving tasks
- case studies
- discussions
- portfolio
- group work
- buddy system/mentoring

It is very important that you fully understand the assessment requirements required in order to successfully be deemed Competent for your training. This means that for each Unit of Competency being taught, you need to know how many assessment items you need to complete, whether the assessments are Formative or Summative, how the assessment will be conducted (the method) and the timeframe you have for completing your assessment.

Star Training requires our training staff to outline the requirements for assessment at the beginning of each training course and at the beginning of each new Unit of Competency that is being introduced. Your Learning Resources should also clearly identify the assessment items for you, the form they will take and the duration for completion. Your training staff will give you clear timelines for submitting assessment throughout the program.

If at any stage you do not receive direction about assessment or are unclear about what is required of you, please approach and ask your trainer in the first instance. Star Training Management has a firm policy that requires its training staff to be accommodating, flexible,
helpful and informative when clarifying assessment requirements.

2.3 Workplace Training and Assessment

Some programs may contain workplace training, which is assessed in the workplace. This can be for new students or for those who are already in employment and are doing their training “on the job”. Some training packages make it mandatory that certain elements or whole Units of Competency are conducted in a work environment. Other training packages require a practical work placement component of a certain duration i.e. 120 hours of supervised clinical placement for Aged Care training.

We consult with the employer to make sure that any workplace training is conducted with their approval and on a schedule which suits you and your employer. In many cases we will organise the work placement components, but geographically on some occasions, we will ask you to source your own placement in your own local area and offer you advice on where and how.

2.4 Plagiarism

This is the practice of taking someone else's work or ideas and using them as your own and/or not acknowledging where you sourced the information.

Examples of plagiarism include:

- Using someone else’s argument, even if the exact words are not used and presenting it as your own
- Using a quote without referencing it correctly
- Changing another author’s sentences in order to present them as your own
- Copying another student's work
- Copying and pasting from the internet and claiming the work as your own.

Most often plagiarism is the result of poor study methods, not allocating enough time, leaving assignments till it is too late and simply becoming lazy. Plagiarism is also a barrier to you forming your own unique and important views on life and the world around you. Remember that plagiarism will always lead to being assessed as Not Yet Competent and students found to have copied other students work may be removed from training.

3 ISSUING OF CERTIFICATION

All training undertaken at Star Training is competency based. Assessments determine whether a learner is Competent or Not Yet Competent.
If you are enrolled in a qualification and can only demonstrate competencies in some and not all Units of Competency (UOC), a certificate for the qualification cannot be issued, you will however receive a transcript for all completed units. This recognition is a Statement of Attainment and the transcript will identify the qualification name, UOC achieved and national identification number.

If you elect to continue and complete the full qualification or any outstanding units your assessor will work with you on a training pathway and develop a plan for completing your course of study.

Star Training will endeavor to issue Certificates and Statements of Attainment within two weeks of course completion.

The cost of the certificates is included in the course fees. Students are responsible for the safe storage of their certificates and statements of attainment. If a student requires a replacement copy of their certificate or statement of attainment, an administration fee will be charged.

4 STUDENT RIGHTS AND RESPONSIBILITIES

Whilst in attendance at Star Training as a student, it is your responsibility to adhere to certain rules and regulations:

- Students are to recognise other people's human worth and dignity.
- The student has a right to learn in an appropriate environment and all people using Star Training have a right to be free from any form of harassment and/or discrimination.
- Students should attend training sober and drug free.
- Students are encouraged to advise staff if they have a learning, mental or physical disability, so we can better assist you. The information is treated in the strictest of confidence.
- Students are advised it is highly recommended to let staff know if you have a pre-existing medical condition that may impact on your training or that you have a serious medical condition for which you are prescribed dependent medication (diabetes and insulin, heart condition and angina medication), or you are prone to seizures. Again this is so we can best look after your welfare if a medical emergency arises.
- Students are responsible for all personal possessions whilst attending the course.
- Each student is required to take responsibility for cleaning and tidying of their work area at the end of each training day, please push chairs in and remove any personal rubbish. Eating or drinking in the training areas is at the discretion of the trainer.
- All students have the right of access to all of their own personal student records when requested.
- Students are required to be in possession of a Unique Student Identifier (USI).
- WHS is important to Star Training and our policy is to ensure the health, safety and welfare of all staff and students where reasonably possible. All staff and students, however, have a responsibility for their own health and safety and the health and safety of others. You have a Duty of Care at all times toward other students.
All students are required to report all injuries or any incidents of harassment by another student or Trainer, promptly to Management.
If you are going to be absent please notify our office so that the Trainer can be informed.
All students are required to turn off mobile phones during class, or have them on silent to avoid disruption to fellow students and the class in general.
All students are required to advise Star Training staff of any changes to their contact details.
Smoking is prohibited within Star Training premises and as directed at third party venues.
Star Training retain the right to refuse enrolment and to remove from class students who disrupt the learning experience of other students, students who do not behave in an acceptable and appropriate manner toward other staff or students, students who fail to respect the property of Star Training, the staff or other students, or the premises in which courses are conducted.

5 YOUR TRAINER’S RESPONSIBILITIES

- Your Trainer will provide clear instructions about what is expected from you during your training and will explain the assessment process in detail.
- Your trainer will ensure you train in a safe learning environment.
- Your trainer will be fair and impartial when training and assessing and will respect the rights, views and opinions of all students.
- Your trainers will make sure they keep you up to date with current industry requirements.
- Your trainer will provide you with information about further learning pathways.
- Your trainer will not harass or act inappropriately toward students.

6 GENERAL INFORMATION

6.1 Dress Code

All students are required to attend training in neat casual attire and have enclosed footwear at all times. Please respect the shared learning environment and do not comment on the attire or dress of other students and also respect the need for personal hygiene as you will be working in close proximity to other students.

6.2 Organisation’s Property

During your study you may be issued with resources to your study, these resources remain the property of Star Training and are only on loan.

Students are required to return the organisation’s property within the time specified by the issuing staff member and are to treat the property with due diligence and care. Where gross negligence or misuse of property occurs resulting in damage, the student may incur the cost for
repair or replacement.

7 CLIENT FEEDBACK AND CONTINUOUS IMPROVEMENT

Star training collects information to assure continuous quality improvement in our training delivery and services.

We value and welcome constructive feedback from our clients, students and staff. Please let us know about your experience with our service. We welcome your suggestions for changes that would improve our programs and delivery.

To provide management with feedback you will be asked to complete a Training Feedback Form or complete a ‘Survey Monkey’ online. Once completed please return the form to your trainer or submit within the required timeframe online as your trainer will advise.

Students and clients wishing to provide additional feedback on any issue, concern or suggestions for improvement are encouraged to complete an Opportunity for Improvement Form, please ask your trainer.

Students may also be asked from time to time to help us assess or validate new training and assessment materials as your feedback on what works or what doesn’t is invaluable.

THANK YOU

We thank you for choosing to study with us and hope you find it a rewarding experience and the skills you attain assist you on the employment pathway you choose or provide the basis for further education. We wish you every success in your time with us and your future endeavours.

Sincerely

STAR TRAINING
Management and Staff
Appendix 1

Code of Practice

As a quality training organisation Star Training will operate within the Principles and Standards of the NVR Registered Training Organisations Act of 2011. It is our policy to provide equal training opportunities to all eligible students regardless of gender, cultural or ethnic background, marital status, physical disability or sexual preference.

We further undertake to provide:

- Qualified, experienced and committed training personnel
- A learning environment which meets all legislative requirements
- Quality customer service and a focus on continuous improvement. We value feedback from students, staff and the industry
- A learning environment which actively encourages the participation of women, Aboriginal and Torres Strait Islander peoples, people from non-English speaking backgrounds, rural learners, people with disabilities and unemployed people in training programs
- A supportive and stimulating learning environment where students may pursue their educational and training goals
- A learning environment inclusive of students with disabilities or who have language, literacy or special learning needs.
- A non prejudicial and plain English dispute resolution process which:
  - is prompt and courteous
  - keeps the aggrieved student informed of what is happening
  - protects the confidentiality of both students and staff
  - leads to improved services
• Recognition of current skills and experience through Recognition of Prior Learning (RPL) and Credit Transfer (CT).

• Marketing and advertising with integrity and accuracy. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

• A guarantee of privacy concerning records or documents containing personal or sensitive information.

**Code of Ethics**

• Star Training shall at all times act with integrity in dealings with all clients, students and members of the community.

• Star Training shall adopt such policies and practices to ensure the quality of vocational education and training programs offered are relevant and in accordance with:
  
  a) Australian Skills Quality Authority (ASQA) and the VET Quality Framework.
  b) Commonwealth/State legislation and regulatory requirements.
  c) Australian Qualifications Framework (AQF).

• Star Training will ensure:
  
  a) the employment of qualified staff and maintenance of staff training sufficient to training and assessment programs on an ongoing basis
  b) the accuracy of any marketing and promotional advertising material
  c) compliance with an acceptable refund policy
  d) compliance with current Workplace Health and Safety and Duty of Care requirements
  e) the maintenance of a robust records management system which is secure and complies with all privacy legislation
  f) client access to their records upon request
  g) the maintenance of our Continuous Improvement System and promotion of it among all staff as a mechanism for achieving excellence in training

• Star Training undertakes to maintain quality training and to uphold the highest ethical standards.

• Star Training undertakes to ensure that all students, agents and representatives are familiar with and agree to comply with this code of ethics
Appendix 2

Complaints and Appeals Procedure

A complaint would generally be directed at the general performance of Star Training, its staff, including anybody providing services on behalf of Star Training, in the delivery of our services.

In the first instance complaints should be discussed informally with the staff or trainers involved or where it concerns staff, between the staff member (s) involved and a relevant manager. Where possible disputes are managed and resolved informally.
However if the complaint cannot be managed informally, then in the second instance, the student or staff member, or other third party, can submit a formal Complaint form.
The complaint or appeal will be dealt with promptly. All formal complaints will be dealt with by the Director and contact will be made within 5 working days to arrange a time to discuss your complaint or appeal.

For the matters listed below, the RTO will act to address the complaint immediately:
- Sexual misconduct or sexually inappropriate behaviour from staff or students
- Comments and language involving inappropriate racist overtones
- Physical abuse
- Any matter that could be considered criminal in nature i.e. theft
- Plagiarism or cheating
- Bullying or harassment

You are welcome to bring a friend or advocate to any formal meetings with the Director, that is your choice. Internal complaints and appeal services are free of charge and Star Training guarantee that the complaint will be addressed by a reviewer who is independent of the decision being reviewed. That is why complaints are handled in most instances by the Director. Any determination will be fair and equitable, with no decision being made until all parties concerned have had the opportunity to make their case and provide their story.

You will be updated regularly before any decision is made and will be provided with a written outcome on your case including the rationale for the decision. If you are satisfied with the resolution agreed actions will be implemented and the complaint or appeal will be closed. If for some reason the RTO requires more than 60 days to address the complaint, we will notify the parties involved in writing providing justification.

In the third instance if the parties involved are still not happy with the written outcome, Star Training will make arrangements for an independent third party to review the complaint and the individual has the opportunity to submit an Appeals Form. This will be at no cost to the party lodging the appeal or having an independent review. Be aware that ASQA will not provide a review of a complaint as an independent third party, but staff, students or other third parties can lodge a complaint about Star training directly with ASQA.

External Complaints Process

Staffs, Students, Clients and other Third Parties have the opportunity to lodge a complaint about the services provided by Star Training, through the National VET Regulator, ASQA. This can be done by going to http://www.asqa.gov.au/complaints/complaints.html

Record Keeping
A record of all complaints handled under this procedure and their outcomes will be scanned and maintained in electronic format. A copy of any Complaint or Appeal Form will also be scanned and stored. These records will be treated with the utmost confidence and privacy and details will not be discussed or disseminated, other than among the parties involved.

Access to these files and or the provision of a copy of the information can only be made in writing to the Director and only after the identity of the person requesting information has been established.

**Appeal**

If a student does not agree with a written outcome or decision relating to a complaint, they should first discuss the matter with the trainer/assessor concerned and if the grievance cannot be resolved at this point then the student can lodge an **Appeal Form**. The form must be lodged within 28 days of receiving the letter outlining the finding result. An appeal form can only be lodged if a Complaints Form has been lodged previously and a decision provided. The appeal will follow the same process as a complaint and will be investigated by the Director.

**Grounds for Assessment Appeal**

An application for appeal will be considered where:

- A student claims a disadvantage because the trainer did not provide a subject outline
- A student claims disadvantage because the trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline
- A student claims disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied to him or her
- A student is of the view that a clerical error has occurred in the documenting of the assessment outcome
- A student claims that there is a discrepancy between the practical observation and the formal assessment.

If the appeal for re-assessment is proven, Star Training will appoint an alternative assessor who will make all necessary arrangements to conduct the re-assessment of the student at a time that is mutually convenient for all parties concerned.

**Address for Complaints and Appeals**

Complaints or Appeals should be lodged on the relevant Complaint or Appeal Form located on the Star Training website at [http://www.startraining.edu.au/wp-content/uploads/2015/04/13-Complaints-Information-and-Form.pdf](http://www.startraining.edu.au/wp-content/uploads/2015/04/13-Complaints-Information-and-Form.pdf) or available in hardcopy from the Star Training Main Offices in Granville and Liverpool. Once complete the forms should be sent to: admin@startraining.edu.au or by post to:

*Star Training Academy*

*27A South Street, Granville, NSW 2142*
Appendix 3

Disciplinary Procedure

Step One—Verbal Warning

Where a trainer has concerns about a student’s performance or conduct, the trainer should explain to the student the manner in which the student’s conduct or performance is not acceptable. (This acceptable standard is set out previously in this Student Handbook).

The trainer will in the first instance, verbally counsel the student by informing him/her of the area(s) in which they are not meeting the required standard of performance or conduct expected of them.

The student will be given an opportunity to respond to the trainer’s concerns and will be given an opportunity to rectify his or her performance or conduct within a reasonable period of time, depending on the circumstances.

The Trainer will make written note of the verbal warning.

Step Two—Official Written Warning

If the student fails to rectify his or her conduct or performance within the allotted time, the trainer will then require the student to attend a meeting where an official warning will be given.

If the student’s continued performance or inadequate conduct is such that it would be unreasonable for the trainer to allow the student the allotted time to remedy the problem, then the trainer will set up the first official meeting prior to the allotted time expiring.

The trainer will inform the student prior to the meeting of the concerns that the trainer has with the student’s conduct or performance, and state that the student is allowed to have a person of their choice accompany them to the meeting.

At the meeting the trainer will outline the nature of the problem(s) and allow the student an opportunity to respond.

If the student response is not adequate the trainer will present the student with an official written warning. This warning should state:
• The issue or concern

• Refer to any previous oral warning(s) and their dates

• The corrective action which is required

• What action will be taken if the student does not remedy the problem (when issuing a first warning, the warning should state that if the problem is not remedied within a specified time then the student will be issued with a further warning and may ultimately be dismissed)

• State that the written warning will be filed onto the student’s file (for a specified period of time)

• A copy of the written warning is to be forwarded to the Director

• Warning letter is tabled at the next monthly meeting.

The trainer will then monitor the student’s performance or conduct to determine whether he or she is making the required improvement.

**Step 3—Second Official Written Warning**

If the student fails to meet the appropriate standard within the time allowed, the trainer should then have a second official meeting with the student. The second official meeting should replicate the first meeting. However, if the student has not adequately explained their failure to remedy their poor performance or conduct, that continuing poor performance or conduct may lead to dismissal.

**Step 4—Leading to Expulsion**

Following the issuing of the second warning, if the student fails to remedy the fault within the allotted time, or it would be unreasonable for the trainer to allow the student to continue working out the allotted time, the trainer should then initiate dismissal proceedings by referring the student to the Director. That will involve requesting by letter that the student attend an official meeting. That letter should state:

• that the student’s conduct or performance has not improved;
• the steps the trainer has taken to remedy the problem in the past;
• the fact that the student is entitled to be accompanied by a person of their choice; and
• the fact that despite previous mediation and guarantees, the student is now being removed from further training.

The student may have the person of their choice with them at the meeting. The Director will start by outlining the concerns he or she has with the students’ performance or conduct. The Director will then inform the student that he or she is to be expelled and then follow that up with a written notice of dismissal. That notice should state the reasons for the expulsion, i.e. Performance or conduct, and the history of warnings given previously.

Dismissal for Serious Misconduct

The Director is entitled to instantly dismiss a student in circumstances where that student has committed an act of serious misconduct. Serious misconduct can include:

• fighting;
• harassing or bullying
• sexually inappropriate behaviour
• breaches of the drug and alcohol policy;
• deliberately spoiling or damaging plant or equipment;
• breaking the law;

A student who commits any of the above acts is liable to be instantly dismissed.
Appendix 4

Assessment Policy and Procedure

Competencies:

What is competency based education?

Competency Standards

Competency standards in a Training Package describe the skills and knowledge needed to perform particular work. They outline the standard of performance required by industry, the conditions under which the task is to be performed and the evidence that you are required to show on at least two occasions to deem you as competent in that job.

The most important characteristic of competency based education is that it measures learning rather than time spent in a classroom. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course (or unit of competency), regardless of how long it takes.

Star Training acknowledges the National Assessment Principles issued under the Australian Qualifications Framework and is committed to validity, reliability, flexibility and fairness in assessment processes for the training programs that it delivers to its students. We are committed to providing students and training/assessment staff with an assessment system that is fair and equitable.

Star Training assessments are competency based and are designed to determine whether the candidate can demonstrate competency in the tasks or units of competence.

Star Training assessment meets the assessment criteria of the training package or accredited course on which the program is based. Assessment may be undertaken on or off the job. If conducted in the workplace, suitable workplace assessors and assessment procedures are to be used.

Vocational courses comprise core/compulsory units of competency (UOC) and electives to make up the required number of competencies in a qualification (e.g. Certificate IV or Diploma). UOC are further broken down to elements of competency. Students must demonstrate the appropriate skills and underpinning theoretical knowledge to achieve competency in a unit.
Assessment should be seen as a pathway to employment. Competencies have been written for the workplace so you will be provided with the opportunity to practice skills in a workplace context.

There are three types of assessments that occur at different stages for each unit.

1. Initial assessments to identify what competencies you already have. This occurs during the enrolment process.
2. Progressive assessment (formative) during training to provide feedback about your progress and to identify any outstanding unit and/or element you need to focus upon. Assessments will not only identify where you are competent but will identify the gaps in your learning or skill. Once identified your trainer will give you resources to gain competency in that area.
3. Final assessments (summative), which are delivered when the trainer decides the student is ready.

Students are to be notified in advance of number of assessment items for each UOC, type of assessment or combination of assessment, dates and times of assessment and/or period for submitting assessment, by the assessor/trainer responsible for the assessment.

The following conditions apply to assessments:

- Students who are absent on the day of an assessment or are unable to submit an assessment by the due date must notify us of their inability to complete the assessment.
- Students who know in advance that they will not meet the assessment deadline must inform their trainer before the due date.
- Students who have missed an assessment for any reason covered under the two points above, must apply to be reassessed.
- If a student has previously attempted an assessment and has been deemed Not Yet Competent (NYC), they may apply for reassessment.

Your trainer will advise you how they want you to submit your assessment items once they are complete.

**Reassessment**

For summative assessments, students who receive a NYC will have reasonable opportunity for reassessment and to demonstrate the competencies required. Any reassessment will take place on after mentoring and discussion with your trainer has taken place and a timeframe and strategy for reassessment has been negotiated and is understood.