Registered Training Organisation 21977

Program Manual

Graduate Diploma of Family Dispute Resolution CHC81115
Graduate Diploma of Relationship Counselling CHC81015

Information, Policies and Procedures for Nationally Accredited Training courses provided by Relationships Australia Victoria
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Relationships Australia Victoria (RAV) Training

About us

RAV is a specialised provider of family and relationship services, with considerable expertise in delivering evidence-based programs and services for individuals, families and communities affected by social and wellbeing issues. We are the largest non-aligned provider of relationships and family support services in Victoria.

We provide a range of vocational education and professional development programs which support skills development within the relationship services sector and the wider workforce. Courses are designed around a range of issues, including family violence, child protection issues, high conflict family law disputes, property mediation, strengthening family relationships, parenting, conflict management and working with separated families.

Our learning philosophy

The following principles are intrinsic to RAV’s approach to education and learning.

Building a people-focused environment

Valuing people and the quality of the relationships between them: this facilitates learning and provides the foundation for organisational effectiveness.

Recognising and valuing diversity

Building respectful relationships which recognise and encourage diversity and difference: team work and shared understanding are vital aspects of a learning culture and essential elements in working within the family and relationship services field.

Understanding learning practices

Learning occurs in many settings in addition to formal training sessions: our training incorporates learning practices that demonstrate understanding of, and suit specific work roles and contexts.

Building on strengths

Recognising existing strengths provides a positive framework for the identification of required new skills and knowledge.

Without recognition of existing skills, the introduction of new skills can become a negative experience for the individual.

Guiding adult learners

Adult learning principles guide our learning strategies, ensuring that learning recognises and validates current experience, and that it is relevant, suitable, active and interactive.

Linking workplace learning to formal training

Individual learners can achieve nationally recognised competencies and work towards gaining formal qualifications through the application of formal learning into practical workplace contexts.
Our values and approaches

RAV recognises that students are unique and bring to the course a variety of relevant skills and knowledge that can be used as a foundation for further skill development. Throughout the course, RAV's Trainers and Assessors will help identify and further develop these abilities, working with individuals to enhance new skills.

Our aim is to provide learning situations and experiences that are relevant to specific learner requirements. The approach we take is a strengths-based didactic approach. This means our training is designed to assist students to build on their existing skills and knowledge and professional foundations, giving them opportunities to develop and demonstrate the requisite competencies, skills and knowledge. As our training is designed to facilitate emerging professional practice, we require students to behave in a professional and ethical manner, addressing any weaknesses identified by Trainers and Assessors. As such students retain responsibility for their emerging professional self.

We hope that learning will be a two-way process where you feel encouraged to appropriately share your needs and responses with Trainers, Assessors, and with other students.
Student Information

Acronyms

The following acronyms are used throughout this document:

**AQF**: Australian Qualifications Framework, which establishes and assures the quality of Australian qualifications from each education and training sector into a single comprehensive national qualifications Framework. For more information, refer to: [http://www.aqf.edu.au](http://www.aqf.edu.au).


**RAV**: Relationships Australia Victoria

**RAVnet**: RAV's Internal online document management system

**RTO**: Registered Training Organisation

**VET**: Vocational Education and Training, which is designed to deliver workplace-specific skills and knowledge, across a wide range of careers and industries. For more information, refer to: [https://www.education.vic.gov.au/school/parents/beyond/Pages/vet.aspx](https://www.education.vic.gov.au/school/parents/beyond/Pages/vet.aspx).

**VRQA**: Victorian Regulation and Qualifications Authority, the statutory authority responsible for ensuring that providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training. The VRQA registers certain VET providers and accredits certain qualifications and courses. For more information, refer to: [http://www.vrqa.vic.gov.au/](http://www.vrqa.vic.gov.au/).

Nationally recognised training

Our nationally recognised training courses are built on a framework of competency based workplace training and assessment, and focus on the skills required to actually do the job. Learning methods usually involve both on and off the job learning and allow flexibility for the recognition of prior learning (RPL). In this way we offer both new and experienced people the opportunity to gain professional recognition of their skills and knowledge.

Educational pathways and qualifications

Students may be enrolled in the following nationally recognised qualifications:

- CHC81115 Graduate Diploma of Family Dispute Resolution
- CHC81015 Graduate Diploma of Relationship Counselling

These courses have been developed identifying the underlying foundation core skills (as outlined in the Australian Core Skills framework) and the Core Skills for Work Developmental Framework (the CSfW), and in line with the AQF Qualifications Policy.

In order to obtain a full qualification, participants must successfully complete all the assessments to meet the requirements for that qualification. Students who complete the assessment requirements for one or more single units of competency, and who subsequently withdraw from a course, will be awarded a Certificate of Attainment for those competences.
**Further information:**
Useful websites include:


### Unique Student Identifier (USI)

From 1 January 2015, students undertaking nationally accredited training with RAV (i.e. enrolling into VET courses) will need to set up a Unique Student Identifier (USI), which is a straightforward process. Once you create your USI you will need to provide it to us - send to Administration on ravtraining@rav.org.au. RAV is required to record and verify a USI for each student.

**Further information:**
More information is on the website [http://www.usi.gov.au](http://www.usi.gov.au) and the following can assist you to apply:


### Fees

Fees are charged for all nationally recognised training and recognition processes. Fees are either paid by the individual students or by a workplace as part of an agency or organisation professional development.

An initial enrolment deposit of $1000 is deducted from the total course costs, which are payable via a set payment schedule throughout the semester. Each student is responsible for ensuring that further payments are made in accordance with the schedule.

There are a number of other circumstances where fees may become payable, including to support an application for Recognition of Prior Learning (RPL), to hold a deferred place in a subsequent course, as a penalty for late course payments, for replacement of learning resources which have not been returned or have been returned with damage, and/or where a student requests a duplicate copy of a Certificate or Statement of Attainment.

**Further information:**
Please refer to the Fees Statement and Fees, Charges and Refunds Policy later in this manual.

### Enrolment process

In order to obtain formal certification or a statement of attainment, students must be formally enrolled. Following application to undertake a course, students will be required to complete and sign an Enrolment Form.
Refunds and cancellations

Refunds are only payable in certain circumstances and subject to certain conditions. Students needing to defer or withdraw from a course must apply in writing on the relevant form, which can be downloaded from the RAV website.

Further information:
Please refer to the Fees Statement and Fees, Charges and Refunds Policy later in this manual.

Structured training programs

RAV provides a range of structured training programs and workshops. These vary in duration from one day to several days, for courses that cover single competencies or small clusters, to whole qualifications offered over a year or more. All programs have an emphasis on the application of learning in the workplace and may include workplace assessment.

Learning resources

RAV provides comprehensive learning resources for enrolled students for all Units of Competency, which are accessible through the Student Handbook. Additional resources include free access to the RAV Library and access to the RAV Moodle, an online learning management system which is tailored to the learning requirements of each different course.

Recognition of qualifications issued by other RTOs

RAV recognises Australian Qualification Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations in Australia. National recognition obligations are reflected in our organisational policies and procedures, involving recognition of the qualifications and Statements of Attainment issued to any person in all states and territories of Australia.

Academic credits

A Credit is an exemption from enrolment in a particular part of a course as a result of previous study, experience or recognition of a competency currently held. This term includes academic credit and recognition of prior learning.

Students may request total credit for a whole unit or course/program based on study in an identical unit or course/program at another institution. Suitable documentation such as a Statement of Attainment must be provided when applying for credit transfer.

Evidence of competence from prior learning may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The Assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient, and be confident that the student is currently competent.

Further information:
Please refer to the Credit Transfer Policy and Procedure and RPL Policy and Procedure.

Assessment

RAV uses a range of assessment methods to determine competency. Assessment is based on the collection of evidence of student’s skills, knowledge and attributes, as they relate to the
requirements of the qualification. RAV uses multiple techniques to draw out different types of evidence. These may include interviews, written questions, direct observation, structured activities, third party feedback, portfolios, and the review of documents or products created as part of the course work.

Each student has the responsibility to demonstrate the skills and knowledge in accordance with the assessment requirements for each unit of competency. Students are expected to submit their assessments on time and be available to meet work placement obligations. RAV expects students will complete qualifications within 12 months or shorter of beginning course depending upon course duration.

Further information:
Please refer to the Student Handbook, the Plagiarism Policy and Procedure and the Student Placement Policy and Procedure.

Student records

RAV students are allocated a student number. RAV maintains student records which includes assessment results. It is important that students notify RAV of any changes to their enrolment details, such as name, address or other contact details, via the Change of Personal Details Form. Students wishing to access their student record may do so at any stage. Students must contact their course coordinator to set up a mutually agreeable time for this to occur.

Victorian Student Numbers (VSN) (if applicable) must be provided to RAV by the student. The VSN is a nine-digit student identification number that is assigned by the Department of Education and Early Childhood Development to all students in government and non-government schools, and students up to the age of 25 in Vocational Education and Training Institutions. The VSN is unique to each student and is used as a key identifier on all student’s records until they reach the age of 25.

Participation and progress

RAV aims to provide high quality learning in which all students and staff can participate safely and effectively. Students and Trainers are partners in this learning. As an adult learner, each student holds responsibility for their own learning. The training is designed to facilitate emerging professional practice and requires students to work to develop competencies, actively participate in learning opportunities, listen to feedback and address any weaknesses identified by Supervisor/Trainers. In addition, students are expected to follow up any questions they have that arise during the program. RAV will provide students with learning support in the form of handouts, readings, personal guidance and assessment tasks, as well as verbal and written feedback on students’ progress. Students whose training is sponsored or paid for by an organisation should note that RAV will provide information about their progress to the sponsoring organisation. This may include information about attendance, participation and assessment results.

Student support

RAV offers support to all students to increase access to training and achieve successful completion of assessments. This includes flexible training and assessment practices, opportunities to discuss difficulties and needs with the Manager Training and assistance with understanding course materials. RAV will provide and maintain, as far as possible, a safe learning environment for all students and this may mean that individual requirements are balanced against the wellbeing of the student group as a whole. RAV offers programs and services which are relevant, accessible, fair and inclusive. We aim to redress past disadvantage and improve the position of particular groups in society which includes:
• Aboriginal and Torres Strait Islander people
• culturally and linguistically diverse communities
• people with physical or intellectual disabilities
• geographically isolated people.

Students requiring assistance with their learning and participation in our programs are supported through:

• wheelchair access, amenities and designated parking at RAV
• Translation and Information Service
• language, literacy and numeracy support
• one on one tuition
• one on one intensive student support
• email and telephone contact.

Students requiring further information about these support services should contact the relevant course coordinator.
RAV provides adequate protection for the health, safety and welfare of students and, without limiting the ordinary meaning of such expression, this includes adequate and appropriate support services in terms of academic and personal counselling.

**Facilities**

**Transport**
RAV Central Office, the venue for RTO courses, is accessible by the number 75 Tram, and the Alamein Train (with a short walk from either the Burwood or Hartwell Railway stations). Car parking for students is NOT provided, however, free parking is available in the surrounding streets a short walk away from Central Office.

**A smoke-free environment**
Smoking is not permitted inside the building. Please check with the Senior Manager RAV Training for information on location of designated smoking areas, away from the building.

**Learning environment behaviour**
RAV is committed to creating an environment that is free from harassment and discrimination due to gender, cultural background, sexuality or physical disability. In line with the Student Code of Conduct, all students are expected to behave in ways which do not impact on the welfare or learning environment of another student.
We ask students who experience either harassment or discrimination in the course of training to approach the Trainer, Assessor or the Senior Manager Training, so that we can address any concerns. The formal RAV Student Complaints procedure can be used if the student wishes.

**Further information:**
Please refer to the Student Complaints Policy and Procedure, and the RAV Student Code of Conduct.
Academic decisions

RAV will ensure that students have access to a fair and equitable process for dealing with any complaints they may have in relation to a decision made by the RTO. RAV will provide students an opportunity to appeal against assessment decisions which they believe to be unfair and affect the student’s progress. Every effort is made by RAV to resolve students’ complaints. The reference person for such matters is the Manager Training.

Further information:
Please refer to the Grievance and Appeals Policy and Procedure.

Plagiarism and cheating

Plagiarism, the presentation of the works of another person/other persons by a student as their own, including the failure to properly acknowledge that person/those persons either intentional or unintentional, is a practice which contradicts the values of RAV. RAV regards academic honesty — the principle that a student’s work must be original, authentic, and properly developed and completed — as a key ethical foundation for underpinning the professional lives of students. Any means used to obtain an unfair academic advantage or to assist another student to do so is considered to be academic misconduct and to amount to cheating. The detection of plagiarism can occur in a number of ways, including inconsistencies between the standard of work submitted by a student across various assessments, suspicion by the Assessor, over-familiarity of content, allegation by a third party, or other method that is brought to an Assessor’s attention.

RAV expects that all participants produce their own independent work and comply with standard conventions for authorship. In addition, all forms of intellectual material are to be used appropriately and with full acknowledgment to authors. The consequences to plagiarism may vary according to the perceived intention and extent.

Further information:
Please refer to the Plagiarism Policy and Procedure.

Provision of training and assessment services

RAV has policies and management practices which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of students and staff. We:

- maintain a learning environment that is conducive to student success
- have the capacity to deliver and assess the qualifications for which we are registered, and use methods, materials and facilities appropriate to the learning and assessment needs of students
- monitor and assess the performance and progress of our students
- ensure that teaching staff are suitably qualified and sensitive to the cultural and learning needs of students
- provide training for our staff as required
- ensure that assessments are conducted so as to meet the endorsed components of the relevant training package/s and or accredited courses
- are committed to access and equity principles and processes in the delivery of our services.
Trainers and assessors

In order to ensure that our training is current and embedded in industry practice, RAV appoints Trainers and Assessors who:

- have the vocational competencies at least to the level being delivered and/or assessed
- have current industry skills directly relevant to the training and assessment being provided
- have current knowledge and skills in vocational training and learning that informs their training and assessment
- are able to demonstrate that they hold the skills and knowledge required by industry
- meet any additional competency requirements detailed in Training Packages or as determined by regulatory or licensing bodies.

Recruitment of Trainers and Assessors who meet these requirements supports our overall assurance of quality.

Issue of qualifications

RAV issues Qualifications and Statements of Attainment and Record of Results to students who meet the required outcomes of a qualification or Unit of Competency, in accordance with the Australian Qualifications Framework (AQF) Implementation Handbook. RAV will normally issue AQF certification documentation to a student who has been assessed as satisfactorily completing and meeting the relevant requirements of the training program in which they are enrolled within 30 calendar days of that assessment, provided that all agreed funds the student owes to the RTO have been reconciled and all borrowings have been returned or replaced. Replacement documentation may be replaced upon payment of an administration fee.

Further information:
Please refer to the Certificate Issuing Policy and Procedure.
Please refer to the Fees, Charges and Refunds Policy.

Marketing of training and assessment services

The RAV RTO will develop marketing materials that accurately represent its services and ensure that training products included on the scope of registration are presented in line with AQTF and Victorian Registration and Qualifications Authority (VRQA) requirements. RAV:

- markets and advertises its products and services in an ethical manner
- gains written permission from a student before using their information or in any marketing materials
- accurately represents recognised training products and services to prospective students
- ensures that it does not make false or misleading comparisons in relation to any other training organisation or qualification
- conducts recruitment of students at all times in an ethical and reasonable manner
- ensures that the educational background of prospective students is assessed by suitably qualified staff and/or agents, and provides for the training of such staff and agents, as appropriate.

Further information:
Please refer to the Marketing Policy.
Occupational health and safety

RAV aims to provide a safe environment for assessment and learning. It is important that students maintain their own occupational health and safety while participating in learning, assessment and work placements, including avoiding common areas of potential injury:

- sitting incorrectly in chairs
- engaging in physical activities that are not within physical capabilities
- lifting furniture inappropriately.

Staff and students should work together to protect their health and safety and that of others, in observing safe work procedures and practices, and reporting potential hazards, incidents and issued to RTO staff. Students are required to cooperate with RTO Management and Staff in the event of a hazardous situation, or with respect to actions taken to comply with OHS legislative requirements.

Further information:
Please refer to the Occupational Health and Safety Policy.

Financial standards

RAV has measures to ensure that students receive a refund of fees for services not provided, including services not provided as a result of the financial failure of the organisation. RAV has a refund policy that is fair and equitable and this policy is made available to all students prior to enrolment.

RAV ensures that the contractual and financial relationship between the student and organisation is fully and properly documented, and that copies of the documentation are made available to the student, including the Fees, Charges and Refunds Policy, Certificate Issuing Policy, the Student Agreement and Student Placement Agreement.

Provision of information

RAV supplies accurate, relevant and up to date information to prospective students prior to enrolment and regularly reviews all such information to ensure its accuracy and relevance.

Record keeping

RAV keeps complete and accurate records of the attendance and progress of students, as well as financial records that reflect all payments and charges and the balance due, and provides copies of these records to students on request. All records are kept secured and regularly backed up, with only designated personnel having access.

Quality control

RAV seeks feedback from our students about their satisfaction with the training and assessment services they have received and uses this to improve our services in accordance with student and industry expectations.

Further information:
Please refer to the Feedback Policy and Continuous Improvement Policy.
Student rights and responsibilities

Students undertake the CHC81115 Graduate Diploma of FDR and/or CHC81115 Graduate Diploma of Family Dispute Resolution within a legislative and regulatory framework which confers rights and protections, and imposes responsibilities upon them when they are participating in coursework, assessment and intern activities. All students should be aware of the requirements of each of the following legislative instruments.

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Relevant Objectives</th>
<th>Implication</th>
<th>RTO Policy Reference</th>
<th>External reference</th>
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<tbody>
<tr>
<td>Occupational Health and Safety Act 2004 and Regulations 2007</td>
<td>to eliminate, at the source, risks to the health, safety or welfare of employees and other persons at work</td>
<td>Students must protecting their own health and safety and that of their colleagues, including taking reasonable care for those who may be effected by their acts or omissions within the RTO, complete OH&amp;S incident report forms in the event of an accident or injury, and cooperate with RTO and RAV Management with respect to any actions taken to comply with a requirement imposed under OHS legislation or regulation.</td>
<td>RTO OHS Policy</td>
<td><a href="http://www.worksafe.vic.gov.au">http://www.worksafe.vic.gov.au</a></td>
</tr>
<tr>
<td>Equal Opportunity Act 2010</td>
<td>to eliminate discrimination, sexual harassment and victimisation, to the greatest possible extent</td>
<td>RAV RTO will not tolerate any form of discrimination or harassment of our staff, supervisors, students, interns or contractors by any party.</td>
<td>RTO EEO policy, RTO Student Complaints Policy and Procedure</td>
<td><a href="http://www.humanrightscommission.vic.gov.au/the-law">http://www.humanrightscommission.vic.gov.au/the-law</a></td>
</tr>
<tr>
<td>Racial and Religious Tolerance Act 2001</td>
<td>to promote racial and religious tolerance by prohibiting certain conduct involving the vilification of persons on the ground of race</td>
<td>Students must exercise religious and racial tolerance at all times during all course activities.</td>
<td>RTO EEO Policy, RTO Student Complaints Policy and Procedure</td>
<td><a href="http://www.humanrightscommission.vic.gov.au/the-law">http://www.humanrightscommission.vic.gov.au/the-law</a></td>
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<td>Legislation</td>
<td>or religious belief or activity, and to provide a means of redress for the victims of racial or religious vilification</td>
<td>RAV RTO will not tolerate any form of discrimination or harassment of our staff, supervisors, students, interns or contractors by any party.</td>
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<td>Working with Children Act 2005</td>
<td>to assist in protecting children from sexual or physical harm by ensuring that people who work with, or care for, them are subject to a screening process.</td>
<td>The student must undertake Working with Children Check prior to attending any premises as requested by RAV, and ensure it is current and valid for the duration of the course and placement.</td>
<td>RAV Student Code of Conduct, RTO Student Enrolment, Deferral, Withdrawal and Termination Policy</td>
<td><a href="http://www.workingwithchildren.vic.gov.au/home/resources/legislation/">http://www.workingwithchildren.vic.gov.au/home/resources/legislation/</a></td>
</tr>
<tr>
<td>National Police Check</td>
<td>to identify any 'disclosable court outcomes' which may impact on an individual's ability to work or participate in a work placement within the FDR environment</td>
<td>The student must undertake a National Police Check prior to attending any premises as requested by RAV, and ensure it remains current and valid for the duration of the course and placement.</td>
<td>RAV Student Code of Conduct, RTO Student Enrolment, Deferral, Withdrawal and Termination Policy</td>
<td><a href="https://www.police.vic.gov.au/content.asp?Document_ID=274">https://www.police.vic.gov.au/content.asp?Document_ID=274</a></td>
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<tr>
<td>Victorian Information Privacy principles (Privacy and Data Protection Act 2014)</td>
<td>To protect the privacy of personal information held by organizations</td>
<td>Personal information about students collected by RAV is protected. Students must also handle client information in accordance with these requirements during their placement</td>
<td>RTO Privacy Policy and Statement, RTO Student Confidentiality Policy</td>
<td><a href="https://www.cpdp.vic.gov.au/">https://www.cpdp.vic.gov.au/</a></td>
</tr>
<tr>
<td>Student Identifiers Act 2014</td>
<td>to provide for student identifiers and access to transcripts relating to vocational education and training, and for related purposes</td>
<td>Students must apply for a USI and provide this to RAV on enrolment, in order to participate in the course and to receive Statements of Attainment and Qualifications</td>
<td>RTO Student Enrolment, Deferral, Withdrawal and Termination Policy, Student Code of Conduct</td>
<td><a href="https://www.legislation.gov.au/Details/C2016C00412">https://www.legislation.gov.au/Details/C2016C00412</a></td>
</tr>
<tr>
<td>Victorian Education and Training Reform Act 2006</td>
<td>To regulate the delivery of vocational education and training within the state of Victoria and</td>
<td>All aspects of the RTO are delivered within this framework</td>
<td>RTO Governance Policy</td>
<td><a href="http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/932b66241ecf1b7ca256e92000">http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/932b66241ecf1b7ca256e92000</a></td>
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<td><strong>Copyright Act 1968 as amended</strong></td>
<td>An act relating to the protection of copyright</td>
<td>Students and staff may only reproduce a fair amount of a published literary work for the purposes of study: - 10% of the number of pages in the edition; or - if the work or adaptation is divided into chapters—a single chapter</td>
<td>(RTO Plagiarism Policy and Procedure), (RAV Student Code of Conduct)</td>
<td><a href="https://www.legislation.gov.au/Details/C2014C00291">https://www.legislation.gov.au/Details/C2014C00291</a></td>
</tr>
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<td><strong>Public Records Act 1973</strong></td>
<td>To regulate the preservation and management of public records of the state</td>
<td>Student records will be maintained and retained consistent with legislative and regulatory requirements. RAV will ensure that the VRQA has access to retained student assessments and qualifications records should the RTO cease operations.</td>
<td>RTO Control of Records Policy, RTO Retention of Student Work policy</td>
<td><a href="http://www.legislation.vic.gov.au/">http://www.legislation.vic.gov.au/</a></td>
</tr>
<tr>
<td>AQTF Essential Conditions and Standards</td>
<td>To ensure that the rights of students are protected and their obligations known</td>
<td>Students are to make themselves aware of the RTO policy framework as outlined in the RTO Program Manual.</td>
<td>RTO Fees, Charges and Refunds Policy, RTO Enrolment, Deferral, Termination and Withdrawal Policy, RAV Student Code of Conduct</td>
<td><a href="http://www.ivet.com.au/a/184.html">http://www.ivet.com.au/a/184.html</a></td>
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</table>
RAV Policies, procedures and codes
Student Code of Conduct

1. Policy statement
1.1 The purpose of this policy is to ensure that all RAV students understand and abide by the standard of conduct expected of them.

2. Scope
2.1 This policy applies to all RAV Training and Development (including RTO) students completing training with RAV.

3. Context
3.1 RAV Training and Development seeks to foster a workplace and learning environment that is harmonious, positive, civil, respectful and inclusive, and which is free from bullying and harassment.
3.2 Accordingly, RAV students are expected to act in accordance with the Relationships Australia Victoria’s values. These are:
   a. treating everyone with respect, equally and with inclusivity
   b. behaving with integrity in all our dealings
   c. being open and honest in all our communications
   d. using our resources responsibly
   e. providing high quality services and maintaining the highest professional standards
   f. being adaptable and responsible to change.

4. Student requirements
4.1 Regardless of the course component being undertaken at any given time (including, but not limited to; theoretical / class presentations, assessment components, skills components, placements in operational settings, placement seminars), students enrolled in a course with RAV are required to:
   a. observe and abide by the RAV Code of Conduct and RAV Policies and Procedures, including this Code of Conduct
   b. treat classmates, trainers/coaches, assessors, RAV staff and clients with respect and fairness at all times
   c. cooperate with RAV staff and respond to directions by staff to maintain a safe learning and/or working environment
   d. respond to direction and instruction by Supervisor/Trainers
   e. demonstrate capacity to listen and act on feedback
   f. address gaps in behaviour and competencies identified by Supervisor/Trainers
   g. demonstrate coping mechanisms and ability to contain reactions in a professional manner
   h. accept own agency in attainment of competencies
   i. disclose to the Course Coordinator (either immediately or as soon as possible), any relationships (either with staff, client or employer) that may influence their judgment or imply or relate to any potential, actual or perceived conflict of interests. This includes:
      i. preventing or refusing, or knowingly allowing colleagues, to accept any inducement, commission, gift or any other benefit from persons associated with the course, including but not limited to clients, employees or any interested party
   j. attend 95% of the theoretical/class presentations and placement seminars
   k. be punctual for classes and placement, supervisory appointments and client appointments
   l. be available for, and meet work placement obligations
   m. attend supervision and course requirements as required
n. complete all course work and course obligations (including work placements) in a timely way with honesty, integrity and professionalism, including:
   i. adhering to the requirement that all materials submitted for assessment will be the students’ own work i.e. that the student does not engage in plagiarism
   ii. complying with standard conventions for authorship
o. pay all fees levied by RAV for attendance in courses in which the student is enrolled within the published timelines
p. use equipment and property of RAV in an ethical and careful manner
q. return borrowed resources on time
r. ensure that they do not act in any way that would prejudice the reputation of RAV or the accreditation approval process, and co-operate fully with an enquiry in the event of any alleged breach of this Code.

5. Enrolment requirements
5.1 With regard to this Code of Conduct the student must:
   a. undertake a National Police Check and Working with Children Check prior to attending any premises as requested by RAV, and ensure they are current and valid for the duration of the course and placement
   b. apply for a Unique Student Identifier (USI) and provide to ravtraining@rav.org.au prior to the commencement of a course
   c. authorise RAV to seek information from any party noted in the student enrolment application form and/or provide any supporting documents for evaluation of an enrolment application
   d. provide information to RAV that is correct to the best of their knowledge.

6. Breaches of the Student Code of Conduct
6.1 Breaches of this Student Code of Conduct are taken seriously and will be investigated. Such investigations may result in termination of student enrolment and cessation of any agreement or contract the student may have with RAV.
6.2 Should a disagreement arise in relation to a breach of this Code of Conduct that cannot be resolved through discussion with the Course Coordinator and/or Senior Manager Training and Development, it may be referred to the CEO of RAV. Such disagreements, when referred, may be dealt with by way of the Student Grievance and Appeals Policy and Procedure.
Plagiarism Policy and Procedure

Definitions
Cheating: Seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed for assessment.
Collusion: the act of a student presenting work, which is the outcome of directly collaborating with others to prepare assessments, as his or her own. This may include a student allowing another student to write or substantially edit assignments.
Cooperative Learning: the informal process of students interacting to enhance their learning outcomes and is encouraged.
Discipline Board: a panel comprised of the CEO and Manager Training
Enabling plagiarism: a student permitting another student to copy their work thereby contributing to plagiarism.
Group work: the authorised act of a group of students producing either a common assessable work or an individually assessed piece of work as part of a larger project.
Intentional Plagiarism: a deliberate act of plagiarism where the student attempts to pass off the work of others as their own.
Plagiarism: the presentation of the works of another person/other persons by a student as their own, including the failure to properly acknowledge that person/those persons.
Unintentional Plagiarism: is plagiarism associated with a lack of understanding or knowledge of the plagiarism, or a lack of skill in referencing / acknowledging others’ work (still a breach of this Policy). This may include accidentally or inadvertently using other’s work without acknowledgement.

1. Policy statement

1.1. Plagiarism, whether intentional or unintentional, is a practice which contradicts RAV’s values of respect, integrity, transparency, accountability, effectiveness, and RAV’s commitment to high quality.
1.2. RAV’s expectation is that:
   a. all students produce their own independent work and comply with standard conventions for authorship
   b. The authorship of all forms of intellectual material used in student assessment is appropriately and fully acknowledged.
1.3. The consequences of plagiarism may vary according to the perceived intent and extent.

2. Context

RAV regards academic honesty — the principle that a student’s work must be original, authentic, and properly developed and completed — as a key ethical foundation for underpinning the professional lives of students. Any means used to obtain an unfair academic advantage or to assist another student to do so is considered to be academic misconduct and to amount to cheating. The detection of plagiarism can occur in a number of ways, including inconsistencies between the standard of work submitted by a student across various assessments, suspicion by the assessor, over-familiarity of content, allegation by a third party, or other method that is brought to an assessor’s attention.
When a student submits their work in the Learning Management System (LMS), they are provided with a check box to tick as verification that the assessment task submitted is their own work. This check box is taken to indicate that the student has formally signed and declaration that the assignment submitted is their own work.

3. Responsibilities

3.1. Responsibilities of the RTO operating within RAV.
The RTO will:
   a. maintain a current definition of plagiarism and make this accessible to students
b. ensure the current Policy and Procedure documents are explained and accessible to staff and students 
c. establish processes to support the consistent implementation of RTO policy relating to plagiarism, including processes for students to appeal decisions made by RTO Management relating to plagiarism 
d. provide students with information and guidance on acceptable referencing techniques 
e. maintain confidential records of suspected of confirmed breaches.

3.2. RAV RTO staff responsibilities 
RTO Staff are to:

a. maintain awareness of what constitutes plagiarism and how it may impact on student assessment 
b. explain RAV Policy and Procedures regarding plagiarism to students 
c. provide information, examples and consistent feedback to students about referencing requirements that are relevant to the discipline area 
d. ensure that students understand the difference between cooperative learning, group work, collusion and enabling plagiarism 

e. be vigilant in the detection of plagiarism 
f. know and consistently implement this policy, and model good practice.

3.3. Student responsibilities 
All students must:

a. produce their own independent work and comply with standard conventions for authorship, ensuring all sources are appropriately acknowledged in line with acceptable referencing practices 
b. ensure all forms of intellectual material are used appropriately and with full acknowledgment to authors 
c. liaise with and/or seek help from RTO staff where uncertain or unclear about correct protocols of acknowledgement of authorship 
d. comply with this policy and seek advice if unsure about its requirements 
e. take all reasonable precautions to ensure their work cannot be copied 
f. avoid any behaviours which may potentially or actually amount to collusion or enabling plagiarism.

4. Significance 
Significance will be judged by the Manager Training based on a combination of the following factors:

- consideration of the type of assessment in which the plagiarism was committed 
- advice given to students on the course about avoiding plagiarism 
- marking conventions of the discipline 
- opportunities for re-submission 
- the context of the plagiarism within the course 
- whether the student has been able to demonstrate competence in the area 
- the extent of the plagiarism.

5. Procedure: managing suspected plagiarism 

5.1. Student submits work. 
5.2. If necessary, Assessor raises concerns about authorship of work and possible plagiarism. 
5.3. Assessor 1 forwards assessment to second Assessor for review and discussion. 
5.4. Assessor 1 arranges meeting with student to discuss concerns. 
5.5. Student has opportunity to respond or resubmit (depending upon outcome) – one week. 
5.6. If concerns are allayed, no further action.
5.7. If concerns are not allayed, Assessors and Manager Training meet within one week to discuss consequences, and where appropriate, refer the case to the RTO Discipline Board.

5.8. Student advised of consequences in writing within two weeks of concerns being raised, and advised of Grievance and Appeals procedure.

6. **Plagiarism and academic dishonesty penalties guidelines**
There are a range of consequences for Plagiarism depending upon the level of seriousness and extent of plagiarism.

6.1. **Informal procedure**
Cases regarded as poor scholarship or inexperience rather than culpable plagiarism may be handled by the Assessor and need not invoke the formal procedure, where the primary need is to educate the student in appropriate practices and where the extent of the plagiarism in the submitted work would be considered insignificant in terms of its contribution to the overall mark for the submitted work.
Consequences can include the:
   a. Assessor providing the student with advice on avoiding plagiarism
   b. An assessment which reflects the poor academic quality of the work including any poor practice in referencing, amongst other things.

6.2. **Formal procedure: plagiarism not adequately demonstrated against the student**
Consequences can include:
   a. RTO staff providing the student with advice on avoiding plagiarism
   b. Manager Training writing to the student explaining the outcome of the case, with any correspondence kept on the student’s file
   c. the work being marked as normal without application of a penalty.

6.3. **Formal procedure: minor cases**
Minor cases, where the suspected plagiarism is a first occurrence, may include:
- over-reliance on sources without sufficient evidence of the student’s own work
- an element in a piece of work which makes a small contribution to the mark for the course
- more significant cases where there are mitigating special circumstances.
Consequences can include:
   a. Manager Training sending the student a written warning including advice on avoiding plagiarism, with a copy retained on the student’s file, for the purpose of detecting second occurrences
   b. An assessment which reflects the poor academic quality rather than as a penalty for plagiarism, recognising, for example, that the referencing may be poor, or that not all the work is the student’s own
   c. Withholding of an assessment of satisfactory completion of work.

6.4. **Formal procedure: significant cases**
More significant cases where extensive or concurrent plagiarism by the student is evident, include where:
- a student submits another’s work as their own
- large sections have been copied from online sources without acknowledgment
- plagiarism has been detected in more than one piece of work submitted by a student
- the plagiarised element would contribute significantly to the assessment for the course
- the student has previously submitted work where sources are not properly acknowledged.
Consequences can include:
   a. the Assessor providing the student with advice on avoiding plagiarism
b. Manager Training determining how the plagiarism has impacted upon the student’s demonstration of competence and whether the student has been able to demonstrate competence in the Unit and what needs to occur for this to be attained

c. Manager Training sending the student a letter outlining the outcome of the investigation, with a copy of the letter retained on the student’s file

d. updating RAV RTO's database recording cases of plagiarism/academic dishonesty

e. an assessment of not yet competent being allocated as a penalty to first offence cases of significant and extensive plagiarism.

7. Penalties (listed from minimum to maximum)

7.1. The following penalties may be applied depending on the relevant circumstances.

   a. Re-marking of the original work with the plagiarised section removed. Marks allocated as a reflection of the academic quality of the remaining work
   b. A written warning regarding a breach of the RTO Student Code of Conduct
   c. Requirement to resubmit work to attain competency
   d. Requirement to submit an alternative assignment as decided by RAV RTO Staff
   e. Requirement to repeat elements of the course or the unit
   f. Serious cases may be referred to the student Discipline Board, for example, where the extent of plagiarism precludes an assessment, or where there has been a deliberate attempt to deceive the Assessors

   f.1. The Manager Training or Assessor will make a report in preparation for a disciplinary hearing, including recommended assessment or action depending on the seriousness of the matter.

   g. Outcomes from Disciplinary Board can include:

   g.1. a penalty from the list above
   g.2. First offences, where there appears to be a deliberate attempt to deceive the Assessors will receive an assessment as not yet competent for the subject where the assessment item has been plagiarised
   g.3. All repeat offences will be awarded a minimum penalty of not yet competent for the Unit/subject unless there are exceptional circumstances
   g.4. a decision to exclude a student from the course.
Privacy Statement

Our commitment to protecting privacy

RAV values, acknowledged and respects RTO students’ privacy as individuals. RAV will only collect personal information that is required for the purposes of delivering training and assessment services, or in meeting government reporting requirements. The information collected by RAV is required to ensure our RTO provides suitable training and assessment services and may include name and contact details, other student information and promotional images.

Information collected by RAV will be used to keep students informed of upcoming activities, improving the student experience and assisting us in improving and marketing our services to current and prospective students.

RAV collects all personal information in writing on enrolment and other forms, directly from the person whom the information is about. The information RAV collects may include details of any disability or health issue that may affect the student’s ability to undertake training and/or assessment activities.

RAV will not release personal information to other organisations without the knowledge and approval of students, except where the third party is directly acting as our agent, or in response to legal requirements such as a subpoena or compulsory reporting obligations.

Security

RAV holds personal information in both ‘hard copy’ files in secure filing cabinets and electronically via its secure data bases ensuring that personal information is protected and safeguarded.

All students undertaking nationally accredited training with RAV (i.e. enrolling into VET courses) will need to set up a Unique Student Identifier (USI), which will only be used by RAV as permitted by regulatory agencies.

Use of images

RAV regularly uses promotional materials including images and videos in its online and print media and publications to promote the organisation’s activities to the general community and to our staff. Photographs or videos taken by RAV in which students appear, will only be used with the express consent of the affected individuals.

Access to your information

Students have a right of access to, and alteration of personal information concerning themselves held by RAV, in accordance with the Australian Privacy Principles. RAV will hold the following information:

- Student assessments will be kept for a period of three years following completion of all course requirements
- Student administrative records will be retained for a period of seven years
- Student Qualifications/Statements of Attainment, the Assessment Tasks Completion and Completion of Qualification forms will be kept electronically for 30 years by RAV, enabling the reissue of qualifications or statements of attainment upon request by the student. If RAV ceases being an RTO, the information will be provided to the VRQA in digital form.
Complaints

If a student has queries, issues or concerns regarding privacy, or wishes to lodge a complaint in respect of a Privacy matter, they should contact the Manager Training in the first instance for information on accessing the RTO Grievance and Appeals Policy.
Student Confidentiality

1. Policy statement
1.1 The purpose of this policy is to enable all Relationships Australia Victoria (RAV) students (including RTO students) to:
   a. recognise what information is confidential
   b. understand their obligations in relation to the confidentiality of RAV’s clients’ personal information
   c. understand the serious consequences of a failure to observe confidentiality obligations.

2. Scope
2.1 This policy applies to all RAV Training and Development (including RTO) students.

3. Definitions
3.1 Client Confidentiality – The contractual or statutory duty to the client not to disclose any information given to RAV without the client’s express consent, subject to some exceptions.

3.2 Privacy – Relates to the collection, use and disclosure of an individual’s personal information and access to, and correction of, that information.

3.3 The Privacy Act (1988) defines personal information, in summary, as…information or an opinion, whether true or not, and whether recorded in a material form or not, about an identified individual, or an individual that is reasonably identifiable.

3.4 Disclosure – in this policy, means the passing on of a client’s personal information to a person or persons outside RAV

4. Context
4.1 Confidentiality is an important aspect of a client’s privacy. The Australian Privacy Principles (1988) define RAV’s obligations surrounding the collection, use and disclosure of personal information and the right to access personal information. For full details about RAV’s privacy obligations and procedures, see the RAV Privacy Policy and the Client Confidentiality Policy, case notes and client file management procedures.

4.2 This policy seeks to clarify how the confidentiality of client information can be respected, whilst adhering to RAV’s obligations under legislation. It includes all forms of client information, including but not limited to: case notes, case files (which may contain intake assessments, reports, therapeutic letters, copies of orders, consent forms, emails and drawings), sound, video and DVD recordings. Information may be held in hard copy or electronic format.

5. How this policy is enacted
5.1 All RAV students are required to:
   a. respect the privacy of clients and the confidentiality of client information
   b. sign a RAV Student Agreement (incorporating a Student Code of Conduct and a RAV Code of Conduct), which indicates their agreement and compliance with RAV policies and procedures
before commencing placement, and which outlines the consequences for the student of breaching client confidentiality without reasonable excuse; and

c. recognise the right of clients to expect that any information collected about them will be treated as private and confidential, subject to the exceptions to confidentiality as outlined below.

5.2 Exceptions

a. Mandated duties of disclosure under legislation:
   i. **Family Law Act 1975** – s 67ZA If a student/intern has reasonable grounds for suspecting that a child has been abused or is at risk of abuse, he/she must immediately discuss the concerns with their supervisor with a view to reporting the concerns to the Department of Health and Human Services (Child Protection)
   ii. **Crimes Act 1958 (Vic)** – s 327 If a student/intern forms a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years, they must disclose that information to their supervisor immediately, and discuss taking necessary steps to fulfill any duty of disclosure to Victoria Police

b. Discretionary disclosure under the **Family Law Act** – ss 10D (family counselling), 10H (family dispute resolution) and 67ZA (report to DHHS(Child Protection))
   i. If a student/intern reasonably believes disclosure is necessary to protect a child from the risk of harm, to prevent or lessen a serious threat to life, health or property, or to report the commission or prevent the likely commission of an offence involving violence or threat of violence, or intentional damage to property or threat of damage to property, he/she must immediately report the concerns to their supervisor, and discuss whether disclosure should occur
   ii. If there are reasonable grounds for suspecting that a child has been ill-treated, or is at risk of being ill-treated, or exposed or at risk of being exposed to psychologically harmful behaviour, he/she must immediately report the concerns to their supervisor, and discuss whether disclosure should occur to DHHS (CP).

c. Disclosure permitted under other legislation: Privacy Act 1988; Privacy and Data Protection Act 2014 (Vic) (PDPA)
   i. Where the student reasonably believes that disclosure is necessary to lessen or prevent a serious threat to the life, health or safety of any individual and it is unreasonable or impracticable to obtain the consent of the individual – s 16A Privacy Act. A similar provision exists for State-funded programs under the PDPA. Consultation with the supervisor is required before disclosure, unless this is not practicable.

d. Confidentiality within supervision/case presentations
   i. Within both individual and group supervision, students should not use clients’ names unless it is necessary e.g. where required for safety reasons, and shall avoid disclosure of any identifying information that is unnecessary to a proper discussion of the case.

e. Sharing information within RAV
   i. Relevant client information may be shared within RAV where there is a serious threat to the life, health or safety of any person, where there is a reported breach of a Family Violence Intervention Order (or equivalent Order), to review previous service delivery, for the purpose of supervision and briefing other clinicians, and otherwise with the consent of the client. If in any doubt, the student must consult with his/her supervisor.
Occupational Health and Safety Policy

1. Policy statement

RAV is committed to securing the physical and psychological health and safety of all staff and students, by providing and maintaining as far as is practicable and reasonable (and including to the extent possible in work placement situations), an environment that is safe and without risks to the health of staff and students.

RTO management, staff and students will work together in achieving these objectives by:

a. accepting responsibility for protecting their own health and safety and that of colleagues and others
b. observing safe work procedures and practices
c. Reporting potential and actual OH&S hazards, incidents and issues to RTO Trainers, the Manager Training and subsequently HR.

2. Responsibility and accountability

The Manager Training is responsible for:

- taking actions, as far as reasonable and practical to protect the health and safety of themselves, their colleagues, staff and students
- ensuring all new students are taken through an OH&S induction program prior to a training event or work placement
- completing an RAV OH&S incident report form in the event of an accident or injury
- taking preventive corrective actions where appropriate.

All staff and students are responsible for:

- protecting their own health and safety and that of their colleagues, including taking reasonable care for those who may be effected by their acts or omissions within the RTO
- completing an RAV OH&S incident report form in the event of an accident or injury
- cooperating with RTO and RAV Management with respect to any actions taken to comply with a requirement imposed under OHS legislation or regulation.
EEO Policy

Definitions
Bullying at work, as defined by the Fair Work Act 2009, occurs when:
a) a person or a group of people behaves unreasonably and repeatedly towards a worker or a group of workers while at work and;
b) the behaviour creates a risk to health and safety.

Note: RAV includes staff, students or other RTO stakeholders in this definition but excludes reasonable management action carried out in a reasonable manner.

Discrimination: any distinction, exclusion or preference made on the grounds of age, medical record, criminal record, marital or relationship status, mental, intellectual or psychiatric disability, nationality, physical disability, sexual orientation, trade union activity, amongst other things, or on the basis of the imputation to a person of any of the grounds specified above.

Harassment: behaviour that targets an individual or group that offends, humiliates, intimidates or creates a hostile environment. This could be because they belong to a specific race, religion, gender or gender-orientation group or have a disability, for example.

Sexual harassment: any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated. Sexual harassment is not related to mutual attraction or friendship, is serious and can be against the law.

1. Policy statement

RAV is an equal opportunity employer. No person is unlawfully excluded from consideration for employment because of age, breast feeding, employment activity, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, and/or personal association with a person who is identified by reference to any of the above attributes.

RAV RTO will not tolerate any form of discrimination or harassment of our staff, supervisors, students, interns or contractors by any party. This commitment extends to our policies on recruiting, advertising, hiring, placement, promotion, training, transfer, wages, benefits, termination and all other privileges, terms and conditions of employment or student placement.

Any RAV RTO employee or student who breaches this policy will be dealt with in accordance with the RTO Student Code of Conduct. Investigations into breaches of the Student Code of Conduct may result in disciplinary action, including termination of employment and/or review of employment, termination of student enrolment or work placement arrangement.

2. Context

RAV RTO is committed to creating a learning environment that is free from harassment and discrimination on any grounds. This policy sits within a clear legislative Equal Employment Opportunity framework, including State and Federal anti-discrimination legislation and the Fair Work Act 2009.

RAV RTO management is committed to ensuring that all workplace and student-related decisions are made in an environment that promotes equal opportunity and prevents unlawful discrimination, and that workplace, employee and student behaviour is acceptable within this framework at all times.
Student Fees, Charges and Refunds

1. Policy statement
1.1 The purpose of this policy is to outline RAV Training and Development’s principles for the setting of fees and charges and issuing of refunds.

2. Scope
2.1 This policy applies to all RAV Training and Development (including RTO) students completing training with RAV.

3. Definitions
3.1 Fees: Amounts charged to students for educational services relating to in-scope courses, accredited training, short courses, workshops and other fee-for-service training activities.
3.2 Refund: Money paid to RAV which is to be repaid to a student where a student withdraws from or defers their participation in a course or training activity.
3.3 SRTO: Standards for RTOs 2015

4. Context
4.1 The not for profit context of the delivery of RAV’s Training and Development programs, necessitates a financially sustainable fees, charges and refunds model, to ensure value for money for students, and ongoing viability and compliance of Training activities.
4.2 AQTF requires all RTOs to have an accessible refund policy for current and prospective students. Consumer Affairs legislation requires the provider of services to ensure that the service provided is as described in the advertising.
4.3 RAV is committed to providing quality and sustainable training services, and provides the opportunity for students to participate in the learning experience. Fees are charged to enable RAV to deliver training services, and are applicable for any services received including those received up to the point a student withdraws, or requests additional certification following their completion of the course or training activity.

5. How this policy is enacted
5.1 RAV will establish clear procedures and forms regarding the application of course fees, to ensure compliance with AQTF standards.
5.2 It is RAV’s intention to levy fees and charges and/or issue refunds in the following situations:
   a. in accordance with Clause 7.3 of Standards for RTOs 2015
      i. at the acceptance of enrolment, in the form of a deposit paid for training fees
      ii. at course commencement and at regular intervals thereafter as identified in a Fee Payment Schedule
   b. to support an application for Recognition of Prior Learning (RPL)
   c. to hold a deferred place in a subsequent course which commences in a different calendar year
   d. as a penalty for late course payments
   e. for replacement of learning resources which have not been returned or have been returned with damage
   f. for replacement or non-return of a swipe card (access to training facilities)
g. where a refund of student fees becomes payable, including as the result of a successful application for Credit Transfer and/or RPL

h. where a student requests a duplicate copy of a Certificate or Statement of Attainment.

5.3 Fee Payment

a. The specific fees applicable to the course will be detailed in the Annual Fee Statement, which will comply with SRTO guidelines regarding maximum fees payable, including in relation to deposits and instalment payment amounts.

b. Fees collected are to be paid into a bank account of RAV.

c. A receipt will be issued by RAV to the student at the time, or immediately after fees are received and cleared by the bank.

d. Fees paid will be recorded in the RAV accounting system so that each student’s financial status is known at all times.

e. Where an individual student or organisation sponsoring a student to attend a course chooses to pay all course fees in advance to suit their own financial circumstances, noting that this is not at RTO requirement, RAV will credit the student’s enrolment and retain sufficient liquidity to refund relevant fees should the student withdraw from the course, in line with RAV/RTO Policy or should the RTO cease to exist.

5.4 Refunds

a. Refund application requests must be made in writing and submitted using the Student Refund Request form provided by RAV.

b. Refunds will be made within 28 days of written notification being received by RAV (provided refund is approved).

c. Refunds will be paid in accordance with this policy and procedure.

d. RAV’s Chief Financial Officer or their delegate must approve student refunds. The Senior Manager Training and Development is the CFOs delegate in this circumstance.

e. Refunds given will be recorded in the RAV accounting system so that each student’s financial status is known.

5.5 Refund conditions - The application of refunds will be considered on the following basis:

a. Prior to commencement of course:
   i. Any requests four working weeks before the commencement of the course will support a full refund of the deposit and any fees paid, provided the student has completed the Student Withdrawal form.
   ii. If the withdrawal is requested within 4 weeks prior to course commencement, RAV will retain the deposit and any other fees will be refunded.

b. Upon commencement of course:
   i. If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, there will be no refund of the deposit paid.
   ii. If the withdrawal is requested within four weeks following course commencement, RAV will retain the deposit and the first instalment paid at the commencement of the course.
   iii. No refunds will be payable after four weeks following the course commencement date, unless there are exceptional circumstances which may be considered by the Senior Manager Training and Development, and an alternate arrangement negotiated.
   iv. No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons:
       - failure to maintain satisfactory attendance
       - failure to complete course requirements within a reasonable timeframe
       - failure to pay course fees
       - any behaviour which breaches the RAV Code of Conduct, Student Code of Conduct, Student Confidentiality Policy or RAV’s Intern Placement Policy which may result in enrolment cancellation.

c. Upon a successful application for Credit Transfer or Recognition of Prior Learning
i. Following the recalculation of unit and/or course fees relating to the student’s remaining enrolment, RAV will issue a revised invoice for remaining fees: where fees have already been paid, the fee will be recalculated and refund made where necessary.

6. Procedure

6.1 RAV will publish an annual Fees Statement which outlines course fees, payment schedules and applicable refunds statements, and make this available to current and prospective students via its website.

6.2 RAV collects fees from students according to the published payment schedule, and issues reminders and follow up action as required where fees are not paid on time.

6.3 A student applying for Recognition of Prior Learning submits an application and applicable fee. Decisions regarding RPL outcomes are made in accordance with the Recognition of Prior Learning Policy.

6.4 Student submits application for deferral or withdrawal from a course in writing on the relevant Student Withdrawal or Student Deferral Form with complete application for refund details, to the Senior Manager Training and Development.

6.5 The application of refunds will be considered according to 5.5 and 5.6 of this policy.

6.6 RAV refunds within 4 weeks of commencement all course monies paid where the:
   a. student’s application for enrolment has not been accepted by RAV, or
   b. course does not proceed.

6.7 Where exceptional circumstances apply, the Manager Training may agree to an alternate payment arrangement.

6.8 In the unlikely event that RAV’s RTO is unable to deliver the course in full, a full refund of all course money paid where services have not been delivered will be refunded.

6.9 This policy and the Student Grievance and Appeals Policy do not remove the right of the student to take action under Australia’s consumer protection laws.
## Fees and Refunds Statement

Fees applicable for RTO services for the 2018 calendar year are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Payment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course fees</td>
<td>$12,000</td>
<td>Deposit of $1000 payable on enrolment. Remaining course fees payable in five equal instalments throughout the first semester of the course. A payment schedule will be provided on enrolment.</td>
</tr>
<tr>
<td>Late payment charge</td>
<td>$20 per occurrence</td>
<td>Upon occurrence</td>
</tr>
<tr>
<td>Credit Transfer fee</td>
<td>Nil</td>
<td>N/A</td>
</tr>
<tr>
<td>RPL application</td>
<td>$600 per unit</td>
<td>At time application is lodged</td>
</tr>
<tr>
<td>Course deferral fee (administration fee)</td>
<td>$50</td>
<td>At time deferral between calendar years is accepted</td>
</tr>
<tr>
<td>Swipe Card</td>
<td>$20</td>
<td>For re-issue or non-return of card</td>
</tr>
<tr>
<td>Learning resources</td>
<td>Cost of unreturned or damaged item</td>
<td>Prior to issuing of Certificate or Statement of Attainment</td>
</tr>
<tr>
<td>Duplicate Certificate or Statement of Attainment</td>
<td>$30 per item</td>
<td>At time application is lodged</td>
</tr>
</tbody>
</table>

Refunds may be payable in the following circumstances:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Refund due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refund requested with more than four weeks prior to course commencement</td>
<td>Full refund of fees paid.</td>
<td>Within 28 days of receipt of Application for Refund and Senior Manager Training and Development recommendation (whichever is latest)</td>
</tr>
<tr>
<td>Refund requested with less than four weeks prior to course commencement</td>
<td>Deposit retained and any other fees refunded.</td>
<td></td>
</tr>
<tr>
<td>Refund requested less than four weeks following course commencement</td>
<td>Deposit and first instalment retained.</td>
<td></td>
</tr>
</tbody>
</table>
Refund process

The refund process is outlined below.

Refund application

1. Application for Refund form submitted
2. RAV checks completeness of application and that applicant is eligible
3. Eligibility for refund determined?
   - Yes: Application approved
     - SM Training and Development notifies Finance
     - Processing of refund within 28 days
   - No: Application rejected, Reasons notified
5. RAV seeks more information if required
6. Application refers to Fees, Charges and Refunds Policy
Credit Transfer Policy and Procedure

Definitions
AQF: Australian Qualifications Framework, the national and coordinated policy which regulates the quality of Australian qualifications across all education and training sectors.
AQTF: means the policy framework entitled "Australian Quality Training Framework" that defines the criteria and standards for the registration of training organisations and the accreditation of courses in the vocational education and training sector.
Applicant: a student who applies for Credit Transfer under the Credit Transfer Policy and Procedure
Course Commencement: The officially notified date where the course formally commences
Credit: exemption from enrolment in a particular part of a course as a result of previous study, experience or recognition of a competency currently held. This term includes academic credit and recognition of prior learning.
Credit transfer: 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. In practice, credit transfer grants recognition for study which has already completed through another RTO.
RAVnet: RAV's Internal online document management system
VRQA: Victorian Registration and Qualifications Authority, the statutory authority responsible for ensuring that providers of education and training (including course and qualification owners) meet quality and governance standards.

1. Policy statement

As an RTO and in line with one of the most important features of the AQTF, RAV recognises the credentials (qualifications and Statements of Attainment) issued by other RTOs.

1. As a qualification issuing organisation, RAV will:
   a. have clear, accessible and transparent policies and processes in relation to credit arrangements for students.
   b. publicise credit transfer arrangements to existing and prospective students
   c. regularly review and update policies in line with updates to qualification and student and industry needs.

2. All decisions regarding the giving of credit towards an AQF qualification will:
   a. be evidence-based, equitable and transparent
   b. be applied consistently and fairly with decisions subject to appeal and review
   c. be based on relevance and currency of the learning for which credit is sought and its relationship to the learning outcomes of the qualification
   d. be decided in a timely way, in advance of the commencement of the learning program
   e. allow for credit outcomes to be used for the partial fulfilment of the requirements of a qualification, where the application for credit transfer is approved
   f. be formally documented for the student including any reasons for not giving credit.
Under the principles of National Recognition, a student is granted an automatic credit for any unit that they successfully completed at any other Registered Training Organisation, whose registration was current at the time of the issue of any certification under any of the following circumstances:

1. when the unit has **exactly** the same code and title, even if it is not from the same Training Package.
2. When the unit has been **reviewed** and this has resulted in minor changes to the unit code or title e.g. A code to B code. This indicates that the outcomes of the unit have remained substantially the same and there is at least 80% commonality with the original unit.
3. When the unit has been **transferred** from another Training Package/curriculum and recoded, however the learning outcomes remain the same.

RAV will not charge fees for Credit Transfer.

2. **Procedure**

1. A student may apply for Credit Transfer by indicating their application on the Student Enrolment Form, or after enrolling in an RAV RTO course. Application after enrolment is required within 2 weeks of the course commencement date, and should be made in writing on the Credit Transfer Application form.
2. RTO Administration provides candidates with the
   a. Credit Transfer Policy and Procedure
   b. Information (verbal and/or written) on collecting and submitting evidence of attainment of the unit(s)/course, which were obtained at another RTO (i.e. transcripts/certificates).
3. Applicant discusses application with RTO Staff.
4. Applicant submits all documentary evidence of training, including Statement of Results and Statement of Attainment, that relate to the course competencies. Documents provided must be original, official or certified documents and must be signed and sealed by the issuing Australian RTO.
5. Upon receipt, RTO Staff check and verify the application to ensure that all required details have been submitted and are accurate, including course codes.
6. RTO will inform the applicant in a timely manner about:
   a. any inconsistent or erroneous data/information supplied
   b. any evidentiary material supplied which does not fulfil the evidence requirements.
7. Manager Training and/or Assessor:
   a. confirms the status of the requested credits through reference to the Training Package mapping document, curricular or other guidance material.
   b. approves, suspends pending further information or rejects the application within fifteen (15) working days of receipt of the application, noting that under the principles of National Recognition, a student is granted an automatic credit for any unit that they successfully completed at any other Registered Training Organisation under any of the following circumstances:
• when the unit has exactly the same code and title, even if it is not from the same Training Package
• when the unit has been reviewed and this has resulted in minor changes to the unit code or title e.g. A code to B code. This indicates that the outcomes of the unit have remained substantially the same and there is at least 80% commonality with the original unit.
• when the unit has been transferred from another Training Package/curriculum and recoded, however the learning outcomes remain the same.

8. Possible outcomes of application:
   a. application successful and credit granted, current competencies recognised
   b. application suspended pending candidate providing further information/evidence
   c. application rejected: the candidate may appeal and the application may be re-assessed. If required, a final decision will be made by the Manager Training in consultation with the Assessor/Trainer.

9. RTO Administration:
   a. advises the applicant in writing of the Credit Transfer application outcome and, if unsuccessful, the RAV Grievance and Appeals policy procedure.
   b. maintains all records regarding Credit Transfer on individual student file.
   c. enters data on the Student Electronic Management System once the credit transfer process is completed, identifying that the student is deemed to have completed the relevant units and entering the credit transfer code and relevant details on WISEnet.
   d. Where the application is successful, recalculates the unit and/or course fee relating to the applicant’s enrolment and issues a revised invoice issued for the remaining course fees. If fees have already been paid, the fee will be recalculated and refund made where necessary.

10. An applicant may submit a written appeal to the Manager Training within 7 days of notification of the results.
Credit Transfer process

The Credit Transfer process is outlined below.

Credit Transfer

1. On enrolment form, the applicant submits the Credit Transfer Application form and evidence.
2. The RTO Admin checks completeness of the application.
3. The Manager Training makes a decision on the advice from the Assessors.
4. If the application is approved, the candidate proceeds. If rejected, the reasons are notified.
5. If the decision is pending, the RTO seeks more information if required.
6. The candidate may appeal via the Grievance and Appeals procedure.

Effective January 2019

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Recognition of Prior Learning Policy and Procedure

Definitions
AQF: Australian Qualifications Framework, the national and coordinated policy which regulating the quality of Australian qualifications across all education and training sectors.
AQTF: means the policy framework entitled "Australian Quality Training Framework" that defines the criteria and standards for the registration of training organisations and the accreditation of courses in the vocational education and training sector
Credit: exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. This term includes academic credit and recognition of prior learning.
Credit transfer: recognition for study which is equivalent in content and learning outcomes already completed through an RTO, which counts towards further study.
Recognition of Prior Learning (RPL): an assessment process regarding an individual's relevant prior learning (including formal, informal and non-formal learning, work and life experiences) to determine the credit outcomes of an individual application for credit.
RAVnet: RAV's Internal online document management system
Unit of competency: The specifications of the standards of performance required in the workplace as defined in a training package.
VRQA: Victorian Registration and Qualifications Authority, the statutory authority responsible for ensuring that providers of education and training (including course and qualification owners) meet quality and governance standards.

1. Policy statement
RAV affirms its commitment to recognise students' prior qualifications, skills and knowledge where they directly relate to course competencies with the RTO scope.
RAV RTO will assess applications for RPL based on the following principles:

- Validity: the learning experience should be relevant to the training program, as determined by alignment of in-scope course learning objectives
- Authenticity: the learning experience must have been undertaken by the applicant, and the information in the application must be true and accurate
- Currency: the learning experience should indicate up-to-date knowledge and skills in relation to the intended area of training and must have been completed not more than five years prior to entry to the relevant training program
- Reliability: the assessment tools used to provide evidence of competency should be reliable and comparable to that of the RTO program.
- Comparability: ensures that the learning experience undertaken has similar value to that of the RTO training program, and is comparable in terms of content, breadth of experience, level of responsibility, rigour of training requirements, assessment process, supervision and credibility of training setting.
- Continuity: experience must be focused and developed over a sustained period of time.
• Timeliness: Applications for RPL must be submitted as closely as possible to the commencement of the course to enable RPL assessments to be made in a timely fashion.
• Evidence-based: the applicant must provide sufficient evidence of the learning experience to demonstrate that the learning outcomes have been achieved, and to enable the Assessor to judge the appropriateness of the experience.

To be eligible to apply for RPL, the applicant must have met the standard eligibility criteria for entry to the relevant program and be registered with that program, and the learning experience must have been completed prior to entry to the relevant training program.

As with all assessment, RPL:
• will be undertaken by Trainers/Assessors with expertise in the subject, content or skills area, as well as knowledge of and expertise in RPL assessment
• will be at the same standard as other assessment for the qualification
• should recognise learning regardless of how, when and where it was acquired, provided the learning is relevant to the learning outcomes in the qualification
• must ensure that evidence provided is valid, authentic, current and sufficient and that the process is fair, flexible reliable and valid.

RAV will charge a fee for RPL assessment as determined in the RTO Fees, Charges and Refunds Policy and outlined in the RTO Annual Fees Statement.

2. Procedure

1. A student may indicate their intention to apply for RPL upon the Student Enrolment Form, at which time RTO Administration will supply them with the RPL Application Form.

2. RTO Administration also provides the applicant(s) with the:
   a. RPL Policy and Procedure, process and timelines, including applicable fee.
   b. RPL Application and Assessment Form
   c. Information (verbal and/or written) on collecting and submitting evidence of attainment of the relevant experience for which RPL is being applied, and complaints and appeals procedure

3. Applicant discusses application with RTO Staff

4. Applicant submits all documentary evidence of prior learning. Examples of evidence may include:
   a. Current peer assessment and outline of skills
   b. Documentation of training courses of seminars attended
   c. Video demonstration of competency
   d. Peer evaluations or statements
   e. Examples of material produced relevant to the competencies
   f. Examples of material produced as a part of life experience

Verbal evidence will also be sought through an interview with applicant.
5. Upon receipt, RTO Staff check and verify the application to ensure that all required details have been submitted and are accurate, including course codes.

6. RTO will inform the applicant in a timely manner about:
   a. any inconsistency or erroneous data/information supplied
   b. any evidence material supplied which does not fulfil the evidence requirements.

7. An Assessor will evaluate the portfolio of evidence supplied by the Applicant and hold an interview to further evaluate the applicant's level of competency through their demonstrated skills.

8. The Assessor will determine that:
   a. competency has been achieved, the application is successful and that RPL has been granted – or –
   b. insufficient evidence/demonstration of skills has been provided
   c. the applicant is not yet competent in the learning outcomes for which RPL has been sought.

9. The Assessor will provide feedback to the application in a timely manner regarding the outcome of the assessment of their application for RPL, and inform RTO Administration of the outcome in writing.

10. RTO Administration:
    a. advises the applicant in writing of the application outcome and, if unsuccessful, the RAV Grievance and Appeals procedure.
    b. Maintains all records regarding Credits granted on the individual student file.
    c. Enters data on the Student Management System once the RPL process is completed, identifying that the student is deemed to have completed the relevant units. Enters the student outcome code for RPL.
    d. If the application is successful, recalculates the unit and/or course fee relating to the applicant’s enrolment and issues a revised invoice issued for the remaining course fees. If fees have already been paid, the fee will be recalculated and refund made where necessary.

11. An applicant may submit a written appeal to the Senior Manager Training within 7 days of notification of the results.
RPL process

The RPL process is outlined below.

**Recognition of Prior Learning**

1. **on enrolment form**
   - Applicant submits RPL Application form and evidence
2. RTO Admin checks completeness of application
3. Assessor evaluates portfolio of evidence
4. Assessor evaluates portfolio of evidence, through review and interview with applicant
5. Application approved. Competency achieved and demonstrated
7. Decision suspended pending completion of application
8. Candidate may seek review within 7 days via Grievance and Appeals procedure
Student Enrolment, Deferral, Withdrawal and Termination

1. Policy statement

1.1 The purpose of this policy is to outline the conditions under which students enter or exit a course of study (apart from graduation) within the RTO’s scope or other course offerings within RAV Training and Development, noting that:

a. RAV will develop, and revise from time to time, clear procedures in relation to student enrolments, deferrals and withdrawals from accredited courses
b. In certain circumstances, RAV may terminate a student’s enrolment.

2. Scope

2.1 This policy applies to all RAV Training and Development (including RTO) students completing courses with RAV.

3. Definitions

3.1 Deferral: the formal postponement of participation in a course by a student once their application for enrolment has been accepted.

4. Context

4.1 Enrolment

a. All prospective students who meet formal course pre-requisites as published from time to time and indicate their intention and commitment to complete the requirements of a course, may apply for a place on a RAV accredited course and be invited to attend a pre-enrolment interview with the Course Coordinator/Program Leader. As a result of the interview, the Coordinator may make a formal course offer to the student or offer subject to fulfilment of certain conditions for consideration within 1 week of the date of the offer.

b. Where an applicant requires support and/or reasonable adjustment to accommodate language, literacy and numeracy needs and/or a disability which will not preclude them from successfully demonstrating their competencies in the required areas, RAV Training and Development staff will assess support strategies and learning plans that may be required at the time of interview, and where possible, make the necessary adjustments.

c. Final acceptance into the course by RAV will depend on the prospective student receiving a satisfactory Police Check, Working with Children Check and, at the discretion of the Senior Manager Training and Development, referee reports. Where an offer is not made, the Course Coordinator/Program Leader will state the reasons in writing to the prospective students.

4.2 Deferral

a. Following receipt of a course offer, a student may apply to defer their participation in the course up to a maximum of one year:
   i. at the time the offer is received and accepted
   ii. following course commencement and payment of the first payment instalment
   iii. under exceptional circumstances and at the Manager Training’s discretion

b. The deferral of a confirmed place in the course may require the payment of a place holding fee, as determined in the Fees, Charges and Refunds Policy and the associated Fees Statement as published from time to time.

c. Application is to be made by submitting a Student Deferral Form
d. Fees payable will be in accordance with the fee schedule at the beginning of the year in which the student completes the course.

4.3 Withdrawal
a. A student may completely withdraw from a course in which they have received and accepted an offer, in line with the first and second instalment payment dates and the RTO Fees, Charges and Refunds Policy. Including in relation to consideration of exceptional circumstances.
b. Application is to be made on the Student Withdrawal Form.

4.4 Failure to complete course within specified timeframe
a. Students are expected to complete all course requirements within the duration of the course and in accordance with the submission timeline provided at course commencement. Extensions to the usual timeframe will only be considered where a student applies in writing to the Senior Manager Training and Development and only in exceptional circumstances. The Manager’s decision will take into account all relevant factors and is final. In the event that a student does not complete all course requirements within the specified timeframe, their enrolment will be terminated, unless an alternative timeframe is determined by the Senior Manager Training and Development and documented.

4.5 Termination
a. In the event that a student does not fulfil the terms of their Student Agreement, RAV may terminate the enrolment of a student by notifying them in writing. This action will only be considered by the Senior Manager Training and Development where the student has not responded to attempts by RAV Administration to contact them regarding the issue under consideration which may lead to their removal from the course.

4.6 Appeals
a. Where a student is not satisfied with the outcome of a decision by the Senior Manager Training and Development to withhold a course offer, refuse a deferral application or other decision relating to student withdrawal or application, they may seek a review of the decision through the RTO Grievance and Appeals Policy.

4.7 Records Management
a. All decisions regarding enrolment, deferral, withdrawal, termination and appeals will be documented and stored in accordance with the RTO Student File Management Policy and the RTO Control of Records Policy.

5. How this policy is enacted

5.1 Enrolment:
a. All students who apply for a Course are required to proceed to
   i. An initial Interview (if required)
   ii. Completion of Student Enrolment Form
   iii. Completion of Ancillary Forms (if required).
b. Once the application has been deemed to be successful, a letter of offer for the Course will be sent to the prospective student with an Acceptance of Offer Form.
c. The prospective student is to complete and sign the “Acceptance of Offer” and return it within 7 days to secure the offered place in the course.
d. The deposit for the course will be processed upon acceptance into the course and or the signing of the Acceptance of Offer.
e. A payment scheduled for the remainder of the payments will be included in the letter of offer.
f. If the Acceptance of Offer is declined the applicant must inform RAV immediately in order to activate a refund in accordance with the Fees, Charges and Refunds Policy.

5.2 Withdrawal:
1. Where a student:
   iv. has indicated verbally or by email that they wish to withdraw, OR
   v. has not provided evidence of participation for 20 days and RAV has attempted to contact the student for a period of 2 weeks without a successful outcome (either completed form or participation)
2. RAV will use this form the Student Withdrawal Form to withdraw the student from their qualification on their behalf.
Student Placement Policy

1. Policy statement

RAV is committed to providing training opportunities for students to obtain real-world experience as part of their course of study with RAV, and therefore support workforce development in the community services sector.

2. Scope

This policy applies to all RAV staff and students acting as parties to a student placement.

3. Definitions

- **Student**: A non-accredited, partially trained practitioner who is undertaking a work placement which is subject to a written agreement.
- **Student Placement**: A formal work placement designed to fulfil course requirements to enable a student to receive experience, be fully trained and deemed competent in their field of study. A student placement includes elements of direct service provision, indirect service provision and activities designed to develop and enhance professional practice.
- **Student Placement Agreement**: A document specifying the structure, responsibilities and processes involved in a student completing placement, in order to develop professional skills and competencies, which is signed by relevant parties prior to the commencement of the Student Placement.
- **Supervision**: The formalised system of maintaining and improving service delivery in the organisation by providing quality professional support, development and accountability for clinical practitioners in order for them to provide the best possible service to clients.
- **Supervisor**: A senior practitioner who coordinates and oversees the student work and provides feedback to enhance the learning experience whilst on placement.

4. Context

The overall aim of student placements is to assist the study to develop specific work based skills and competencies (including the analytical capacity to reflect on the practice of those skills), to enable professional competency. Support of student placement is part of RAV’s support of training activities and workforce development.

5.3 The specific objectives of student placements are to:

a) Provide, under professional supervision, direct experience in work settings
b) Enable students to receive feedback from qualified and experienced professionals about their work
c) Acquaint students with the ways in which professional programs operate
d) Allow students to combine practice and theory and informed critical analysis of their own work.

5. How this policy is enacted

3.1 RAV will make all reasonable efforts to accommodate student placements within RAV Centres wherever possible and applicable RAV policies and procedures will apply.

3.2 Where RAV students are placed in organisations other than RAV, the applicable policies and procedures of that organisation will apply in addition to applicable RAV Policies and Procedures and RAV Training Policies and Procedures.
3.3 All student placements will be conducted in accordance with a Student Placement Agreement, entered into by the student, the host organisation (a RAV Centre or other organisation) and RAV Training. The Student Placement Agreement outlines the responsibilities of each and all parties to the agreement.

3.4 At the conclusion of the student placement, the supervisor will provide feedback as required by RAV Training detailing the student’s learning progress. RAV Training will convene a meeting between the student, supervisor and RAV Training Program Leader to discuss this feedback. The outcomes of this meeting may contribute to the overall assessment of student competence.

6. Procedure

4.1 The arrangements for student placements will be coordinated by the RAV Training Program Leader in consultation with host organisations (RAV Centres and other organisations). Specifically, the Program Leader will ensure that:
   a) All students in RAV courses have adequate placement arrangements.
   b) A Student Placement Agreement is signed by all parties prior to the commencement of a student placement.
   c) All parties to the agreement understand and uphold their responsibilities to the Agreement during the student placement.
   d) Certificates of Attainment, representing the successful completion of the course are issued by RAV Training.

4.2 The RAV Training Program Leader ensures that any difficulties between the supervisor and the student are managed by:
   a) Encouraging helpful communication between the student and the supervisor, wherever possible.
   b) Raising specific concerns with the student and/or supervisor as appropriate.
   c) Negotiating action(s) to be taken to diminish difficulties.
   d) Reviewing changes with the student and supervisor after an agreed period of time.
   e) Arranging a change of supervisor if issues are not resolved (this can be requested by the student and/or supervisor).

4.3 If a student does not agree with the supervisor’s assessment of their level of competence, they may take action in line with the RAV Student Grievances and Appeals Policy and Procedure.

4.4 If a student’s standard of work raises concerns and is deemed to not be at the level of competence required, the following process will occur:
   a) The supervisor documents and addresses concerns with the student as soon as practicable and advises the RAV Training Program Leader and Centre Manager in writing.
   b) The supervisor will document any learning outcomes and gaps in competency and detail how the student is required to address these in order to be deemed competent.
   c) The RAV Training Program Leader will liaise with the supervisor and Centre Manager to discuss how to assist the student to reach competency.
   d) The supervisor will provide progress updates to the student, the Centre Manager and the RAV Training Program Leader.
   e) If the student’s work continues to reflect that they are ‘not yet competent’ and concerns about performance continue, the qualification may not be issued, unless further training and assessment to develop the required competencies is undertaken.
   f) All documentation regarding a student’s attainment of competency is to be retained on the student’s file by RAV Training staff.
Certificate Issuing Policy and Procedure

Definitions
AQF: Australian Qualifications Framework (AQF) requirements
AQF qualification: the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.
Award of a qualification: occurs when a student has met the requirements of the qualification and the qualification is certified through the provision of a certificate. The term 'conferral' may also be used to describe this process.
Certificate: see ‘Testamur’ below
NRT: Nationally Recognised Training
Statement of attainment: A statement which recognises that one or more accredited units has been achieved.
Testamur: an official certification document that confirms that a qualification has been awarded to an individual. In Australia this may be called a ‘certificate’.
Unit (or unit of competency): a single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole AQF qualification.

1. Policy statement

RAV RTO will issue certification documentation to a student who it has assessed as meeting the requirements of an accredited course which is specified within the relevant training package. The RTO will issue a qualification or statement of attainment (as appropriate) to a student who has been assessed as competent in accordance with the requirements of the Training Package or accredited course, which will:

- meet the Australian Qualifications Framework (AQF) requirements
- identify the RTO by its provider number (21977)
- include the Nationally Recognised Training (NRT) logo in accordance with the current conditions of service
- include the Victorian Registration and Qualifications Authority (VRQA) logo on all qualifications, certificates and written statements, as required

AQF certification documentation will be issued to a student who has been assessed as satisfactorily completing and meeting the relevant requirements of the training program in which they are enrolled within 30 calendar days of that assessment, provided that all agreed funds the student owes to the RTO have been reconciled and all borrowings have been returned or replaced. The RTO will:

- issue a student who meets the above conditions with a full qualification (or ‘certificate’) and a Record of Results (or ‘transcript’)
- retain records of attainment of units of competency and qualifications for a period of 30 years, and provide these to the VRQA as determined by that body
• retain evidence of completed assessment material and student administrative records for 30 years.

2. Procedure

The following steps are required for the issuing of a certificate to a student.

1. Student submits course assessments.
2. Assessor completes marking.
   a. If any areas that are deemed ‘not yet competent’ (NYC) the work is passed to a second Assessor.
   b. If second Assessor agrees, the work is confirmed as NYC, and the student is informed of a requirement to re-submit the work for competency to be achieved.
   c. Where the two Assessors are not in agreement, the Manager Training will be consulted and a determination regarding the assessment negotiated.
3. Where the Assessor completes marking a student’s submitted work and deems it as competent, the Assessor:
   a. completes and files the Unit Completion Form.
   b. completes and submits the Completion of Qualification Form to RTO Administration for processing and issuing of certificate.
4. RTO Administration accesses student data base to check that all fees are paid and borrowings returned.
5. RTO Administration:
   a. Generates a Certificate against the student enrolment form and units of competency on Completion of Qualification Form, and in line with requirements of the AQF and the use of the Nationally Recognised Training logo.
   b. Issues the Certificate and Record of Results to the student.
   c. Adjusts student records to Completed in student management system if the student is deemed competent in all units leading to the qualification.
Retention of Student Work Policy

Definitions
AQTF: Australian Quality Training Framework
AVETMISS: The Australian Vocational Education Training Management Information Statistical Standard (AVETMISS) for VET Providers is a national data standard that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.
RAV: Relationships Australia Victoria
RTO: Registered Training Organisation
VRQA: Victorian Registration and Qualifications Authority

1. Policy statement
Notwithstanding the AQTF requirement to keep student records of attainment of units of competency and qualifications for a period of 30 years, RAV’s RTO will retain electronic copies of students’ assessments for a minimum period of six (6) months and a maximum period of three (3) years after the awarding of a qualification, in order to:

- ensure the effective management and control of student records
- meet any legislative requirements and guidelines and/or audit or registration requirements.

The RTO will provide at no cost to VRQA access to all retained student assessments in the event the RTO should cease operations.

2. Context
RTOs are required to maintain a student records management system that includes the capacity to provide the VRQA with AVETMISS compliant data and to ensure that copies of student records are not able to be withheld from the RTO; and are able to be provided in electronic and print versions, at no cost to the VRQA in the event that the VET provider ceases operations. When an RTO ceases to operate, the VRQA must be provided with records of all students in the required format.
Student Complaints

1. Policy statement

1.1 To ensure that all RAV students may reasonably expect to undertake their studies in a safe and civil environment, free from behaviours which may constitute discrimination, harassment, sexual harassment, threatening or violent conduct.

2. Scope

2.1 This policy applies to all RAV Training and Development (including RTO) management, staff and students.

3. Definitions

3.1 Complaint: an expression of dissatisfaction or grievance about a situation or condition within a RAV learning environment which a student believes to be unfair, and/or relating to harassment or vilification, and is a hindrance to their effective learning.

3.2 Complainant: the person making the complaint

3.3 Discrimination: any distinction, exclusion or preference made on the grounds of age, medical record, criminal record, marital or relationship status, mental, intellectual or psychiatric disability, nationality, physical disability, sexual orientation, trade union activity, amongst other things, or on the basis of the imputation to a person of any of the grounds specified above.

3.4 Grievance: a complaint made by a student regarding the impact of an RAV Training and Development decision which impacts on their enrolment and/or progress through a course. Note: Grievances are managed through the RAV Training and Development Grievance and Appeals Policy and Procedure.

3.5 Harassment: behaviour that targets an individual or group that offends, humiliates, intimidates or creates a hostile environment.

3.6 Respondent: the person about who a grievance or complaint is lodged.

3.7 Sexual harassment: Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances.

4. Context

4.1 In line with the regulatory environment governing the delivery of vocational education and training, RTOs must adhere to the principles of access and equity and maximise the outcomes achieved for students. This includes creating an environment where students’ views are valued, regardless of whether they wish to provide positive feedback, make suggestions for improvement or make a complaint against another party.

4.2 RTOs must also provide an avenue for a student to lodge a complaint or concern about matters arising from their coursework, any aspect of their studies, or review of an RTO decision about a matter related to their enrolment in and progress through a course. In these situations, the RAV Training and Development Grievance and Appeals Policy will be utilised.

4.3 RAV Training and Development is committed to these standards for RTO scoped training and all other training.

5. How this policy is enacted
5.1 RAV is committed to the provision of quality training services for students and will implement a fair, accessible, responsive and accountable complaints handling system as part of this commitment and within its continuous improvement approach to management. This system will respond to and manage allegations involving the conduct of:

b) All Training and Development (including RTO) Staff, Trainers, Assessors or other staff

c) Any third party providing services on behalf of the RAV Training and Development, its trainers, assessors or other staff

d) A student of RAV Training and Development (including RTO students)

5.2 RAV Training and Development will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints process. The Policy and Procedure will be publicly available, clearly spelt out and include written acknowledgements to complainants and respondents.

6. Procedural Fairness

6.1 The investigation of a complaint will be carried out in accordance with the following principles of procedural fairness:

a. All parties to a complaint have the right to be heard and have their concerns investigated

b. All parties have access to the relevant policies and procedures, and receive advice that if the complaint is of such a serious nature that disciplinary action may result, then the facts revealed during an investigation into the complaint may be used in any subsequent disciplinary proceedings

c. Confidentiality of process will be assured by an independent decision maker who does not have a conflict of interest in managing a process, with information given only to those who need to know

d. Where a complaint is in relation to a RAV Training and Development Trainer/Assessor, a respondent to a complaint must be informed of all allegations in relation to the matter and the complainant’s identity

e. The exact behaviour, including perceived behaviour or an omission that constitutes the cause of the complaint which is under consideration, must be described in detail

f. The respondent has a right to know that a formal complaint has been made as soon as practicable (usually within 5 working days) and has a right to respond to the allegation, and have their submission given due and proper consideration

g. Investigations into the complaint must be undertaken thoroughly, justly, without bias and expeditiously, within a 30-day time frame, where practicable. All parties will be kept informed about the process

h. All decisions will be fact and evidence-based where possible

i. Each party has a right to a third party support person throughout the process

j. Each party has a right to an explanation of the actions taken and decisions made in the process of investigating, mediating or determining the outcome of a complaint.

6.2 Exclusions

a. Complaint made by a student regarding the impact of an Training and Development decision which impacts on their enrolment and/or progress through a course are managed through the RAV Training and Development Grievance and Appeals Policy and Procedure.

6.3 Complaint resolution procedure

a. A complaint submitted by a student of the RAV Training and Development will be dealt with according to the following procedures in order to reach a resolution.

b. RAV recognises that students of Training and Development have the right to express a complaint and to seek a solution for any disagreement. In the interest of all parties involved, complaints will be processed in accordance with:

i. common sense and principles of procedural fairness

ii. ‘fair dealing’ without bias or intimidation to either side

iii. a total respect for confidentiality of proceedings at all times regarding both documentation and discussion of issues in order to minimise any undue adverse effects on all parties involved
c. These procedures provide a process intended to address and respond to a complaint, conflict or concern that has occurred while a student of Training and Development and to overcome such conflict or complaint without delay, in a conciliatory, informal and effective manner.
d. Note: Senior Manager Training and Development can and may take action, even without a formal complaint being lodged. The manager can highlight to the individual that their behaviour is inappropriate, even without a formal complaint being lodged.

7. Procedural steps

7.1 Step 1 - Direct approach
a. Where the complainant feels able to speak directly to the other person(s) involved, they tell them that they find their behaviour offensive or uncomfortable and want it to stop. This is a useful strategy as the other person(s) may be unaware of the impact of their behaviour on others and raising it with them may prevent a recurrence of the behaviour. This may occur between students, or between students and RAV staff. Should the complainant choose to follow this option, they should keep a written record of the conversation
   i. at any stage of the complaint process, the complainant may seek advice or a support of their choice including a colleague/peer.
   ii. at any stage of the complaint process, the complainant may seek or be provided with support from RAV to speak directly to the other party
   iii. should the inappropriate behaviour persist, or if the complainant chooses, a formal complaint can be lodged at any stage in the complaint process.

b. Outcomes of Step 1:
   i. No further action – Once the matter has been discussed (as prescribed in Step 1) the complainant may decide not to take the matter any further. This doesn’t preclude the complainant from reopening the issue at a future date if necessary.
   ii. If the complainant identifies their concern as a complaint or makes a dedicated effort to bring their concerns to RAV, then the complaint will be recorded in the Student Register of Complaints.
   i. Should the complainant be unwilling/uncomfortable to talk with the person or have tried this option but the behaviour persists, see Step 2.

7.2 Step 2 - Seeking help and/or advice
a. Outside assistance may be required if another party aside from RAV Staff (including RTO Trainer/Assessors) is the subject of the complaint.
   i. The complainant discusses the situation with their trainer or trusted colleague. Following the discussion, the complainant may agree for the trainer or colleague to speak with the subject of the complaint about their behaviour and/or the incident to resolve the complaint.
   ii. During this stage either party to the complaint may seek advice from the RAV Complaints Officer. Every endeavour should be made to resolve the matter at the informal stage, including facilitation of a discussion with the other party before moving to formal mediation.

b. Outcomes of Step 2:
   i. That the Trainer or colleague speaks to the person, confidentially, and the individual is made aware of the issue
   ii. No further action – Once the matter has been discussed (as prescribed above) the complainant may decide not to take the matter any further. This choice doesn’t preclude the complainant from reopening the issue at a future date if necessary
   iii. If no further action is needed, and the complainant identifies their concern as a complaint or makes a dedicated effort to bring their concerns to RAV, then the complaint will be recorded in the Student Register of Complaints.
iv. Mediation – if the matter remains unresolved the complainant may decide to proceed to Step 3 – Mediation
v. Notwithstanding this, the staff member may proceed to Step 3.

7.3 **Step 3 – Mediation**

a. This step involves the Senior Manager Training and Development organising a mediation session with all the parties and either an internal or external mediator to resolve the complaint. Where the mediator is internal, the internal RAV mediation procedure is followed to ensure confidentiality and professionalism at all times.
b. Once the mediation has been completed and a resolution agreed, the Senior Manager Training and Development will make follow-up contact two weeks later to ensure the complaint remains resolved.
c. Some action may still be taken by the Manager to address the issue with the parties such as training, monitoring, observing or general discussion following one or more mediation sessions.
d. At the conclusion of the resolution process, the Senior Manager Training and Development / Internal / External Mediator will write to both the complainant and respondent (person about whom the complaint is made), indicating the outcome of the process and specifying any action that has been agreed by the parties or may be required by RAV as part of the outcome.

7.4 **Step 4 - Formal Complaint**

a. Notification of a formal complaint must be lodged by the person making the complaint, in writing to the Senior Manager Training and Development, and copied to the RAV CEO.
b. Where the Senior Manager Training and Development is the subject of the complaint, then the formal complaint would be lodged to the CEO. The CEO would then act in the place of the Senior Manager Training and Development in the outlined process.
c. The Senior Manager Training and Development (or nominee) will interview all the parties involved in the complaint and review the material gathered in the investigation of the complaint to determine whether the complaint, on the facts provided:
   i. constitutes inappropriate behaviour
   ii. is not frivolous, vexatious or malicious
   iii. should be referred to the appropriate state or federal authority for investigation.
d. The Senior Manager Training and Development, on finding that the complainant has a complaint that on the facts provided constitutes inappropriate behaviour, shall discuss the proceedings with the CEO.
e. The Senior Manager Training and Development will conduct an investigative process as follows, in accordance with the principles of procedural fairness:
   i. Interview the complainant, the respondent and such other persons or seek any further information it considers desirable.
   ii. Determine whether the complaint is justified.
   iii. Recommend actions to remedy the complaint to the CEO.
   iv. Such action may include counselling either or both parties, arranging for conciliation of the complaint, disciplinary action as prescribed in the RAV Staff Enterprise Agreement including termination of employment, referral to the relevant state or federal authorities for investigation and determination, or that no further action is taken.
   v. Where the respondent to a complaint is another student, and where the issue cannot be resolved, cancellation of or deferral of enrolment may result, in line with the student agreement.

7.5 **Step 5 - Outcome**

a. The Senior Manager Training and Development will:
   i. write a summary report outlining the recommendations upon the completion of the complaint process, including outcomes of consultations with the CEO or delegate on determinations and recommended actions.
ii. notify both the complainant and respondent in writing regarding the outcomes of the investigation and resulting actions.

8. Right of appeal following a Formal Complaint

8.1 If one of the parties concerned is unsatisfied with the outcome following a Formal Complaint they can lodge a final written appeal with the CEO within 10 working days from the last formal meeting regarding the complaint process.

8.2 The CEO will convene an all-party hearing (including Complaints Officer if applicable) where the CEO will:
   a) listen to the complainant and ask questions as appropriate
   b) listen to the respondent and ask questions as appropriate
   c) take counsel from the Senior Manager Training and Development
   d) Make a Final adjudication

8.3 The CEO hearing is the final internal adjudication of the complaint. If the matter cannot be resolved it may be referred by either party to The Victorian Registration and Qualifications Authority for resolution.

8.4 If the matter cannot be resolved within RAV, it may be referred to a mutually agreed independent mediator (from an agreed list of mediators) who may exercise powers of conciliation or arbitration and whose decision will be binding subject to prior agreement by the parties.

   While RAV encourages the use of its internal procedures to resolve any complaints of discrimination, harassment or bullying, at any time it is an individual’s right to refer the matter to the Victorian Equal Opportunity and Human Rights Commission.

9. Record-keeping and monitoring

9.1 Notes will be taken of each issue and at the resolution of each complaint process by the Senior Manager Training and Development and held securely.

9.2 All documentation will be kept securely by the Senior Manager Training and Development in a sealed container or as a password-protected file. It will be identifiable by the name of the Complainant, date the complaint was made and name of the RAV staff member who handled the issue.

9.3 The notes will remain confidential and not accessible to either party. The notes will be kept in a confidential and secure place for 7 years.

9.4 Under no circumstances should records be placed on a Complainant’s personal file. In the event of substantiated complaints, a summary may be placed on the respondent’s file in accordance with the disciplinary outcome of the investigation.

10. Withdrawal of a complaint

10.1 A complainant may withdraw a complaint at any stage during the complaint process by notifying the Senior Manager Training and Development in writing of the withdrawal.

10.2 The Manager must send a response to the complainant acknowledging that the complaint has been withdrawn by the complainant and advise the respondent that the complaint has been withdrawn.
Student complaints process

The Students Complaints Process is outlined below.

Stage 1

- Student wishes to complain about a situation which is unfair or which relates to harassment or vilification.

Stage 2

- Direct approach, where possible. Complainant outlines behaviour to respondent, outlines its impact and requests that it stop.

Stage 3

- Complainant satisfied with response?

Stage 4

- Formal Complaint and resolution in accordance with Student Complaints Policy and Procedure.
Student Grievances and Appeals

1. **Policy statement**

1.1 The purpose of this policy is to provide a mechanism for the review of decisions or actions taken by RAV Training and Development, where a student has a grievance regarding the impact of decision which impacts on their enrolment or progress through a course.

2. **Scope**

2.1 Prospective and current RAV Training and Development students (including RTO students), including a student who has ceased enrolment for a period of three months after the enrolled has ceased.

3. **Definitions**

3.1 **Academic grievance**: a matter involving student progress, assessment, curriculum, supervision of practical experience, issues related to authorship/intellectual property, awards in a course of study and related matters.

3.2 **Appeal**: refers to a challenge to a decision made by RAV Training and Development staff.

3.3 **Complaint**: for the purposes of this policy refers to an expression of dissatisfaction or grievance with a decision, action or process within the College in this case regarding academic matters.

   **Note**: Complaints made in relation to situation or condition within a RAV learning environment which a student believes to be unfair, and/or relating to harassment or vilification, and a hindrance to their effective learning are managed through the RAV Training and Development Student Complaints Policy and Procedure.

3.4 **Complainant**: the person lodging the grievance or appeal.

3.5 **Non-academic grievance**: those matters which don’t relate to academic-related matters and include complaints in relation to personal information that RAV Training and Development holds in relation to a student.

3.6 **Respondent**: the person about who a grievance or complaint is lodged.

3.7 **Suggestion**: verbal or written comment made by an RAV Training and Development Student which is given in good faith in relation to improving any aspect of the RAV Training and Development’s operations or service delivery.

4. **Context**

4.1 RAV Training and Development (including the RTO) operates on the basis that decisions relating to assessment, course progression, teaching quality etc are entrusted to Training and Development trainers and assessors in accordance with established Training and Development procedures. It is recognised that from time to time disagreements regarding academic or other matters may arise, and RAV is committed to resolving disputes between the Training and Development and students as quickly and sensitively as possible.

5. **How this policy is enacted**

5.1 RAV will attempt to resolve any issues arising due to disagreement about decisions made by the Training and Development in good faith, and provide a mechanism where a student who feels aggrieved by a decision or action of RAV Training and Development or wishes to seek a review or redress of such a decision or action.
5.2 It is RAV’s intention that any dispute will be resolved promptly, objectively and as close to the source as possible, with reference to the next level(s) up where necessary.

5.3 Where there a delay in process, the party causing the delay will inform the other party(ies) of the reason for and length of the delay.

5.4 Student grievances and appeals will be treated confidentially at all stages of the process, with access to information strictly limited to a ‘need to know’ basis. Grievances and appeals will be handling in accordance with the principles of procedural fairness.

5.5 A student’s progress will be maintained throughout their participation in the Grievance and Appeals process until the matter has been decided.

5.6 Grievances or appeals should be made in writing and lodged within 10 working dates from the date of occurrence, and clearly and objectively identify the issues, provide evidence in support of it and organise the evidence in a clear and logical manner.

5.7 This policy will be made available through several mechanisms, including through, but not limited to, the RAV website, in student information guides, and in orientation procedures for RAV Training and Development Staff.

6. Exclusions

6.1 For a grievance, complaint or appeal with the respect to a refund of a payment made to the RTO, refer to the Student Fees, Charges and Refunds Policy and Procedure.

6.2 Complaints made a to situation or condition within a RAV learning environment which a student believes to be unfair, and/or relating to harassment or vilification, and a hindrance to their effective learning are managed through the Student Complaints Policy and Procedure.

7. Procedural fairness

7.1 The investigation of a complaint will be carried out in accordance with the following principles of procedural fairness:

a. All parties to a complaint have the right to be heard and have their concerns investigated.

b. All parties have access to the relevant policies and procedures, and receive advice that if the complaint is of such a serious nature that disciplinary action may result, then the facts revealed during an investigation into the complaint may be used in any subsequent disciplinary proceedings.

c. Confidentiality of process will be assured by an independent decision maker who does not have a conflict of interest in managing a process, with information given only to those who need to know.

d. Where a complaint is in relation to a RAV staff member’s behaviour, a respondent to a complaint must be informed of all allegations in relation to the matter and the complainant’s identity.

e. The exact behaviour, including perceived behaviour or an omission that constitutes the cause of the complaint which is under consideration, must be described in detail.

f. The respondent has a right to know that a formal complaint has been made as soon as practicable (usually within 5 working days) and has a right to respond to the allegation, and have their submission given due and proper consideration.

g. Investigations into the complaint must be undertaken thoroughly, justly, without bias and expeditiously, within a 30-day time frame, where practicable. Both parties will be kept informed about the process.

h. All decisions are fact and evidence-based, ensuring that all relevant submissions and any mitigating factors are given due and proper consideration before any conclusions are reached or any action is taken.

i. Both parties have a right to a third party support person throughout the process.

j. Each party has a right to an explanation of decisions and actions.
7.2 These procedures usually require that the person raising a grievance or complaint must be willing to be identified.

8. Procedure

8.1 There are four stages of process in the resolution of a grievance, complaint or appeal, with each stage representing an increase in the level of formality in the management of the grievance or appeal.

   a. **Stage 1:** Informal Discussion/Negotiation normally between student and staff member involved, and/or the supervisor of the staff member involved.

      i. At this stage, every effort should be made to resolve the grievance before it is formalised, using verbal and informal methods. Discussions are to be held in good faith between the student and the other party in an effort to genuinely resolve the grievance at the workplace level. The student is responsible for ensuring they make clear the nature and grounds of the academic grievance or complaint and, where applicable, provide evidence to support any claims.

      ii. Following discussion, the Training and Development staff member will investigate the grievance or complaint, and may consult with relevant Training and Development staff or students including engaging in further informal discussion with the student.

      iii. A party against whom the grievance or complaint has been raised will be given the details of the complaint against them, and they will be given the opportunity and a reasonable time to respond before the process continues.

      iv. The staff member shall normally respond to the student, normally in writing via email, within 10 working days of the student’s initial raising of their grievance or complaint. This response will briefly outline the nature and grounds of the student’s grievance or complaint and the staff member’s decision on the matter.

      v. If the student is satisfied with the response at this stage, no further action is required. If the student has used the word ‘complaint’, or made significant effort to report their concerns, then the complaint will be recorded on the Students Complaint Register and attached Student Complaints Forms.

      vi. If the student is dissatisfied with the response, or the decision outcome or the time taken to resolve the matter, he or she should proceed to Stage 2.

   b. **Stage 2**: Formal Internal Grievance/Complaint/Appeal to the Senior Manager Training and Development. Formal recording of academic grievances, complaints and appeals commences from Stage 2.

      i. The student outlines their grievance in writing, with as much detail as possible and gives this to the Senior Manager Training and Development.

      ii. Following clarification with the complainant, the Training and Development staff member will investigate the grievance or complaint, and may consult with relevant Training and Development staff or students should they agree to participate, and engage in further formal discussion with the complainant.

      iii. A party against whom the grievance or complaint has been raised will be given the details of the complaint against them, and they will be given the opportunity and a reasonable time to respond before the process continues.

      iv. The Senior Manager Training and Development shall normally respond to the student, normally in writing via email, within 10 working days of the student’s lodgement of their grievance or complaint. This response will briefly outline the nature and grounds of the student’s grievance or complaint and the Manager’s decision on the matter.

      v. If the student is satisfied with the response at this stage, no further action is required. If the student is dissatisfied with the response, or the decision outcome or the time taken to resolve the matter, he or she should proceed to Stage 3.
c. **Stage 3.** Formal Internal Appeal to the CEO or delegate.
   
   i. Where the grievance or complaint has not been resolved at the source or at management level, the matter is to be referred directly to the CEO or delegate for discussions in good faith, and resolution in the manner in which the CEO/delegate deems to be appropriate in the circumstances.

   d. **Stage 4.** External Appeal to a person/body nominated by Training and Development or the Victorian Registration and Qualifications Authority

8.2 For each stage of the process, both the complainant and respondent, if relevant, have the right to a full explanation in writing for decision and actions taken as part of the procedures.

9. **Record keeping and monitoring**

9.1 Records will be taken of each issue and at the resolution of each complaint process by the Senior Manager Training and Development and held securely. Where a complaint has been resolved at Stage 1, it is expected that records will be shorter, and made in less detail.

9.2 Complaints shall be recorded by the Senior Manager Training and Development in the Students Complaints Register, with de-identified Student Complaint Forms attached and analysed regularly by the Senior Manager Training and Development to ensure that high quality services are maintained. The Senior Manager Training and Development will forward copies of the de-identified Complaints Register to the RAV Complaints Officer quarterly.

9.3 Records made and kept in association with this policy will be kept in accordance with RAV’s records management policies and procedures. Confidential files related to the implementation of this policy must be maintained according to relevant privacy processes.

9.4 The notes will remain confidential and not accessible to either party. The notes will be kept in a confidential and secure place for 7 years. Under no circumstances should records be placed on a Complainant’s personal file. Complaint documentation will be filed by the Senior Manager Training and Development in a Student Complaints Register. In the event of substantiated complaints, a summary may be placed on the respondent’s file in accordance with any disciplinary outcome of the investigation.

10. **Withdrawal of a complaint**

10.1 A complainant may withdraw a complaint at any stage during the complaint process by notifying the Senior Manager Training and Development in writing of the withdrawal. The Manager must send a response to the complainant acknowledging that the complaint has been withdrawn by the complainant and advise the respondent that the complaint has been withdrawn.
Grievance and Appeals process

The Grievance and Appeals Process is outlined below.

**Grievance and Appeals process**

Stage 1

Student (complainant) wishes to appeal a decision made by the RTO, or lodge a grievance.

Complainant raises the issue(s) with the staff member involved. RTO representative investigates grievance and consults with relevant parties. Respondent given opportunity to reply. Response to complainant within 10 days.

Complainant satisfied with response?

No further action

Stage 2

Formal grievance/appeal lodged with Manager, Training in writing, who investigates and consults with appropriate parties. Respondent given opportunity to reply. Response to complainant within 10 days.

Complainant satisfied with response?

No further action

Stage 3

Formal grievance/appeal referred to CEO or delegate for resolution.

Complainant satisfied with response?

No further action

Stage 4

External appeal to a person/body nominated by the RTO or Victorian Registration and Qualifications Authority.

Complainant satisfied with response?
Assessment, Validation and Moderation Policy and Procedure

Definitions
Assessment principles: the principles for assessment as outlined in the Standards for RTOs (2015) and which include fairness, flexibility, validity and reliability.
Moderation: a quality control process to bring assessor judgements into alignment prior to the finalisation of assessment results, ensuring comparability of assessment decisions regarding student evidence of learning in a unit of competency. It may involve confirmation and/or adjustment of final grades, but does not involve marking or initiating results, or checking for errors in the Assessor’s work.
Validation: a quality review process to confirm the design of assessment tasks in terms measuring student learning in a unit of competency, and to ensure that assessment processes and materials assess everything they claim to and nothing else. Validation is concerned with ongoing, continuous improvement of assessment practices.

1. Policy statement
RAV RTO will systematically conduct validation and moderation processes for each course intake and record and act upon any identified improvement actions. These processes will be scheduled in an annual Assessment Validation and Moderation plan and will usually involve 2 Assessors, either internal or external to the RTO, and an independent third party with:

- subject matter expertise in the area being validated
- appropriate vocational competencies
- current industry skills and knowledge
- an appropriate training and assessment qualification or assessor skill set
- current knowledge and skills in vocational teaching and learning

The Assessment and Validation panel will only consider de-identified evidence and use a consensus approach.

2. Context
Within the context of awarding qualifications under the AQF and within VET sector guidelines, validation and moderation activities are critical to ensuring the relevance and consistency of assessments and assessment judgements are critical in ensuring that assessments meet the accredited course and training package requirements. The RTO must validate its assessment strategies and tasks by:

- undertaking regular reviews to compare and evaluate assessment processes, tools and evidence which contribute to judgements made by a range of Assessors against the competency standards
• documenting any decisions and actions taken to improve the quality and consistency of assessment.

Validation provides a regular quality review of the assessment process, and involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It involves making recommendations for future improvements to the assessment tool(s), process and/or outcomes and acting upon such recommendations. Moderation is a quality control process which verifies the marking of assessments by different Assessors and ensures that all students are subject to equivalent marking standards. The process aims to ensure that:

• all assessment is conducted fairly, competently, effectively and in accordance with RAV RTO policies
• Assessors mark assessment tasks fairly and consistently
• all students receive appropriate feedback
• students achieve readiness to undertake a work placement in relation to their course of study.

Moderation aims to ensure that Assessors have a common understanding of unit requirements, and its outcome may include making adjustments to assessor judgements. The RTO may use samples of student work which epitomise satisfactory or unsatisfactory work as benchmarks in the moderation process.

3. Procedure

Moderation
Continuous moderation: On an ongoing basis, RTO Assessors will discuss any assessments where they have a reasonable cause for concern that a student is struggling with their progress through the course and/or are not yet competent to undertake a work placement. This process will be conducted informally throughout the duration of the course in order to inform Assessor judgements about readiness and/or suitability to undertake a work placement, noting that the final judgement of competence incorporates course-based assessment work as well as the work placement. Assessors will undertake this process with a collaborative approach. Discussions held between Assessors and within RTO meetings will be documented and retained on file.

On a course-by-course basis, and as part of the RTO’s Assessment Validation and Moderation Action Plan, a schedule of assessment moderations will be followed to ensure quality control and comparability between the assessments made by different Assessors. The Manager Training will convene the AVM panel and document all findings in a summary report which will be logged in the Continuous Improvement Register.

Validation: internal
Internal validation occurs according to the AVM Action Plan. Internal validation requires Trainers and Assessors to review a full sample of tools from at least 1 unit of competency, either specific to a unit of study or a set of clustered units. Validators will review the Training and Assessment Strategy, course content, delivery and assessment tools, qualification structure and delivery methods as relevant to industry standards and the Units of Competency. The outcome of these sessions are to be documented.
Validation: external
External validation will be organised annually with selected industry advisors and may involve review of the Training and Assessment Strategy, course content, delivery and assessment tools, qualification structure and delivery methods as relevant to industry standards and the Units of Competency. Outcomes of external validation may result in alterations to tools only following approval from Manager Training.

External validators need to have a combination of:

- Vocational competencies and current industry skills relevant to the assessment being validated
- Current knowledge and skills in vocational teaching and learning.
Transition of Training Packages Policy

Definitions
National Register: the register maintained by the Commonwealth Department responsible for VET and as referred to in section 216 of the National Vocational Education and training Regulator Act 2011, found at http://training.gov.au
Training Package: a set of nationally endorsed standards and qualifications for recognising and assessing people’s skills in a specific industry, industry sector or enterprise, developed by Service Skills Organisations within each industry. A training package identifies the specific skills and knowledge required within an industry to perform effectively in the workplace. It is comprised of groups of units of competency which are aligned with the AQF and assessment guidelines for measuring the attainment of competency.

1. Policy statement

RAV RTO will ensure that:

a. within one year from the date that a replacement training product is released on the national register where an in-scope training course is superseded, that all students’ training and assessment is completed and the relevant AQF certification documentation is issued, or, students are transferred into its replacement (except where a training package requires the delivery of a superseded unit of competency).

b. where an AQF qualification is no longer current and has not been superseded, all learners’ training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.

c. where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners’ training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register.

d. a new learner does not commence training and assessment in a training product that has been superseded (removed or deleted) from the National Register after the end of a notified transition period.

Note: In most cases, RAV RTO will ‘teach out’ a superseded course within the specified transition period, and enrol prospective students in the replacement course once accreditation for the replacement course has been achieved.

RAV will:

a. adhere to transition advice issued by the VRQA regarding mapping between the new training package and the one that is to be replaced.

b. apply to add any relevant training products listed in the transition advice to its registration scope.

c. complete training of enrolled students in as timely a manner as possible or transfer them to the new training package as appropriate.
d. amend the scope of registration by requesting the removal of the superseded training package product.
e. update qualifications, statements of attainment templates and marketing materials to reflect the transition to new qualifications.
f. update training and assessment strategies to the new qualifications prior to delivery
g. transition students to the new qualifications as soon as possible, and within one (1) year after publication of the revised training package.
h. develop project planning strategies for ensuring that transitions are completed within the designated timeframes.
i. modify RTO processes and systems to reflect the changes to the new qualifications, including enrolment and student records management and relevant policies, procedures and guidance documents to accommodate the necessary changes.

2. Procedure

1. Manager Training:
   a. monitors the training.gov.au website for information on training packages and accredited courses as least quarterly
   b. registers for notifications regarding all courses on the RAV Scope of Registration
   c. keeps up to date with relevant industry bodies and networks
   d. notifies staff of forthcoming changes and timeframes
   e. updates the RTO Continuous Improvement Register to ensure dates for new versions of Qualifications or Units of Competency are monitored.

2. Upon release of new versions of Training Packages and accredited courses, Manager Training and RTO Staff:
   a. commence a review of training and assessment strategies
   b. consult with industry experts on course content and assessment methods
   c. determine which units can/will be offered as part of a replacement course and make the required modifications to all training documents, student guides and marketing materials to ensure compliance with transition timeframes.
   d. ensure trainer qualifications and experience are mapped to the new qualification/course/unit of competency
   e. plan the transitional arrangements including new enrolment dates, transfer of currently enrolled students etc.

3. Manager Training applies for:
   a. new qualifications to be added to the Scope of Registration when changes are ready for implementation and within the required timeframes
b. superseded qualification to be removed from the Scope of Registration

4. Existing and prospective students are informed on the changes to the Training Package and accredited course qualification and, where relevant, given the opportunity to transfer to the most recent qualification if that is the best option for employment and further training opportunities.

5. RAV RTO continues to provide services to support the completion of commenced qualifications.

6. Manager Training ensures that no new enrolments in the superseded qualifications or accredited courses are accepted after the transitional period of 12 months.
Industry Consultation Policy

Definitions
Industry: the bodies that have a stake in the services provided by an RTO, including but not limited to: industry clients (employers and practitioners), group training organisations, industry organisations, industry regulators, industry skills councils or similar bodies
Industry skills: the knowledge, skills and experience required by VET Trainers and Assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skills may be informed by consultations with industry and may include, but are not limited to: having knowledge of and/or experience using the latest techniques and processes; possessing a high level of product knowledge; understanding and knowledge of legislation relevant to the industry and to employment and workplaces; being customer/client-oriented; possessing formal industry and training qualifications; and training content that reflects current industry practice.

1. Policy statement
RAV’s RTO is committed to delivering training programs that build industry capacity. RAV will directly consult and/or engage with industry representatives as a key element in ensuring that our training and assessment strategies, learning practices and resources accurately reflect the needs of industry and the expectations of employers and other stakeholders. RAV will also use these engagement strategies to ensure the ongoing relevance of industry skills held by our Trainers and Assessors.
Engagement mechanisms will include general communications, surveys and face-to-face engagement with industry members to contribute to assessment validation as appropriate.

2. Context
The Vocational Education and Training sector seeks to ensure that accredited courses are relevant to work and further training, and designed so that students achieved the skill requirements of nationally recognised qualifications developed by industry.
Training and assessment strategies need to be clearly linked to industry requirements, so that validation processes and judgements about competency and work readiness are informed by industry consultation and in line with the outcomes of industry engagement.
In addition, the continual enhancement of an RTO’s performance is informed by the changing needs of industry, and the requirement for those needs to be accommodated.
Marketing Policy

1. Policy statement

The RAV RTO will develop marketing materials that accurately represent the services it provides and ensure that training products included on the scope of registration are presented in line with AQTF and Victorian Registration and Qualifications Authority (VRQA) requirements.

RAV will only:

- advertise or market a training product whilst it remains on the scope of registration.
- will only refer to another person or organisation (including via photographic images) if prior consent has been obtained as per RAV’s Privacy Policy and accompanying Privacy Policy (media).
- use the nationally recognised training (NRT) logo, VRQA logo and AQTF logo in accordance with their conditions of use, and ensure that they are not associated with unaccredited courses.

Where relevant, prospective students will be provided with information about applicable legislation and their related rights and responsibilities, as well as RTO policy and procedures, learning resources, student or workplace agreements, and support services that may be available.
Feedback Policy and Procedure

1. Policy statement

The RAV RTO will promote open and honest communication between the organisation and students, including through seeking feedback, in order to take a continuous improvement approach to the design and delivery of courses. RAV will invite, seek out and welcome feedback through evaluation processes following service delivery. All input from students will be de-identified for course evaluation purposes and students will be able to retain a copy of their evaluation if desired. Students retain the right to not provide written feedback, however are taken to have provided consent for the use of their feedback in boarder evaluation activity upon submission of a partially or fully completed feedback tool. RAV will also record verbal feedback as relevant to support its continuous improvement approach to service delivery.

2. Procedure

a. Students are to be issued with a feedback form at the conclusion of training and prior to the work placement.
b. RTO Administration collates student feedback forms and forwards to Manager Training.
c. Feedback from industry stakeholders is to be sought at industry consultation meetings in line with the Industry Consultation Policy
d. Feedback from students and supervisors for the work placement to be sought formally at the conclusion of that period.
e. Issues identified to be added to the Continuous Improvement register.
f. Continuous improvement actions to be implemented and disseminated at the next RTO meeting

In the event that student feedback is lodged in the form of a written complaint, the feedback will be handled in accordance with the RTO Student Complaints Policy or Grievance and Appeals Policy and Procedure.
Continuous Improvement Policy

1. Policy statement

RAV RTO will take a systematic continuous improvement approach to managing all aspects of its operations in line with the RAV Quality Management System, and keep the achievement of desired student outcomes at the core of this approach. Feedback will be sought in a systematic fashion, in line with RTO management, course delivery, assessment and validation and moderation processes, including through formal and informal means. All forms of feedback provided by staff, students, industry representatives and other stakeholders will be recorded in a Continuous Improvement Register for discussion at RTO meetings, and implementation and review according to the Plan-Do-Check-Act continuous improvement cycle.

2. Context

RAV has developed and implemented a Quality Management System (QMS) in order to document the organisation’s operational and service delivery processes, reflect funding and contractual requirements, recognise the valued expectations and needs of consumers, and to support the integrated and effective management of the organisation and its objectives. The QMS also underpins RAV’s commitment to quality service provision and continual improvement, meets the requirements of the international standard ISO 9001: 2008, and is accredited externally. The QMS addresses every aspect of the design, development, implementation, evaluation and continued improvement of the organisation’s operations and program delivery. RAV will embed the following principles of continuous improvement into operations:

a. The ‘Plan-Do-Check-Act’ continuous improvement cycle as a key organisational behaviour. This cycle recognises opportunities for change, plans and tests changes, reviews and analyses results and incorporates effective changes into systems.

b. Integrated file and communication management systems to ensure compliance with legislation, regulation, conditions, standards and guidelines.

c. Transparency of information appropriate to role to enable each staff member to have the necessary information to accomplish good practice and compliance with the AQF Framework.

d. Maintenance of evidence of decisions and outcomes through a Continuous Improvement Register to inform future action, decision-making and compliance

e. Feedback from internal and external stakeholders (senior management, staff, students, contractors and industry) is sought, documented and addressed.
Governance Policy

**Definitions:**
RAVnet: RAV’s Internal online document management system

1. **Policy statement**

RAV will take a comprehensive and systemic approach to governance of all aspects of the RTO, to incorporate service design, development, implementation, monitoring/evaluation and continuous improvement of the RTO’s management, operations and service delivery. RAV will implement frameworks and requirements for regular reporting and performance monitoring of RTO operations.

2. **Management**

The RTO’s Chief Executive (CEO RAV) will ensure that the RTO complies with the legislative and regulatory environment for the delivery of vocational education and training, including the VRQA Guidelines for VET Providers 2016, AQTF Essential Conditions and Standards, the ISO 9001: 2008 Standards principles and requirements for quality management, and the RAV accredited Quality Management System.

1. **Interactions with the Registering Body**
   
   The CEO will ensure that RAV cooperates with the VRQA:
   
   - in the conduct of audits and operations monitoring
   - by providing accurate and timely data in relation to performance measures, including completing and submitting an annual declaration of compliance by 1 April each year
   - by providing information about significant changes to ownership and/or operations
   - in the retention, archiving, retrieval and transfer or records consistent with the VRQA’s requirements
   - demonstrating financial viability and/or providing annual financial statements on request.

2. **The RAV Quality Management System (QMS):**

   - documents the organisation’s operational and service delivery processes and supports the integrated and effective management of the organisation and its objectives.
   - reflects contractual obligations and service standards
   - recognises the valued expectations and needs of consumers
   - underpins RAV’s commitment to quality service provision and continual improvement.

3. **Risk Management**

   The Board is responsible for the management system and implementing a program for managing risk including identifying, analysing, evaluating and mitigating risks. Board leadership on risk management is a key component of such a management system, including in particular:
• risk management formally recognised as a Board policy; and
• reviewing risk on a regular basis

4. Operations
   a. RAV RTO Executive Officer (CEO), Chief Finance Officer (CFO), General Manager Operations (GMO), General Manager State Services (GMSS) and High Managerial Agent, Manager Training satisfy the ‘fit and proper person’ requirements to ensure suitability of the RTO to provide vocational education and training, and authorise their influence over decisions regarding operational and financial management.
   b. The RTO is included in the financial, operational and strategic reports to the Board at regular Board Meetings and included in the Board and Senior Management Annual Strategic Planning Day. Relevant information and guidance from the Board is disseminated through the CEO to the Manager Training. The day-to-day operations of the RTO are carried out by RTO staff under the supervision of the Manager Training who reports directly to the CEO.
   c. The Manager Training submits a three-year business plan to the CEO which is reviewed annually.
   d. In the event of a change in ownership of the RTO, RAV will notify all students in writing.

5. Service delivery
   a. Regular internal audits will determine whether the RTO conforms to the obligations of registration and ensure service delivery is effectively implemented and maintained.
   b. RAV records are established and maintained to document and provide evidence of conformity to meet the requirements of the VRQA, AQTF, the RAV Quality Management System and client service delivery requirements.
   c. Staff commitment is demonstrated to the team, centre and organisational strategic objectives in staff work plans.
   d. Students are aware of their right to provide feedback on the service they receive. Student feedback is valued and used to improve services.
Use of Third Party Providers policy

**Definitions:**
Third party services: training, assessment, related educational and support services and/or activities related to the recruitment of prospective learners.

1. **Policy statement**

RAV RTO is responsible for all services delivered under its registration, including meeting its obligations with VRQA, complying with all relevant standards including advertising and marketing, informing prospective learners, dealing with complaints, grievances and appeals, collecting feeds, record keeping and delivery of other RTO services. It is not RAV’s intent to engage third parties to deliver services on its behalf. However, should such an arrangement be necessary to ensure effective service delivery to current and prospective learners, any third party arrangement will:

- be identified in the RTO business plan
- be governed by a written agreement to cooperate with the VRQA as required to response to information requests and audit requirements
- notified by RAV to the VRQA within 30 days of it being entered into, and, of the agreement coming to an end
- monitored to ensure that any information disseminated by the RTO or third party is accurate, factual and explanatory in terms of the role and details of any third party
- in terms of the conduct or decision of a third party providing services on behalf of the RTO, its Trainers, Assessors or other staff, be subject to the:
  a. RTO Student Complaints Policy
  b. RTO Grievance and Appeals Policy

2. **Exclusions**

This policy does not include the following:

- hiring Trainers and/or Assessors via a contract of employment
- arrangements for advertising and marketing services
- activities such as student counselling or mediation
- information and communications technology support
- where a person provides evidence of competency on behalf of a student, for example a work placement supervisor.
Student File Management Policy

Definitions:
AVETMISS: Australian Vocational Education and Training Management Information Statistical Standard
Student Records: any documentation relating directly to a student of RAV’s RTO including, but not limited to: enrolment forms and documents; hand written or computer-typed notes generated by RTO Staff; assessments, records of decisions made by the RTO in relation to progress through the course or in relation to enrolment status, summaries of phone conversations, meeting and relevant consultations, copies of any complaints or grievances and any resultant outcomes.
Student File: a digitally stored folder containing all individual student records related to their enrolment and progress in an in-scope course. This is the primary record created by RTO staff and remains the property of RAV, with students able to access personal records upon request.

1. Policy statement

RAV’s RTO will develop and maintain student records in line with privacy and confidentiality principles, and ensure that it retains student records in line with the requirements of VRQA and AQTF Guidelines.
The RTO will maintain a student records management system that includes the capacity to provide the VRQA with AVETMISS compliant data and to ensure that copies of student records:
- may be provided to the RTO
- are able to be provided in electronic and print versions, at no cost to the VRQA in the event that the VET provider ceases operations.

Student qualifications and statements of attainment, as well as evidence to support assessments as to the completion of a unit of competency and/or qualification and issuing of associated certification will be retained for a period of 30 years. Student assessments will be retained for a period of three years following submission. Student personal financial details will be shredded once course payments are completed. Student administrative files including the records of complaints and appeals will be retained for a period of 7 years.
All student records are the property of RAV and will be retained on restricted servers in electronic format, or in locked storage containers in hard copy. Access to student records will be maintained according to statutory requirements as outlined in the RAV Client Confidentiality Policy, Privacy Policy and the Client Privacy Procedure.
Control of Records Policy

1. Policy statement

RAV’s RTO will ensure the effective creation, maintenance, retention and disposal of organisation records consistent with legislation and regulatory requirements, and the RAV QMS, including the records generated by the RTO and any records generated by the QMS, contracted or delegated authorities, and any other external or third parties engaged in the delivery of RAV RTO services and operations.

All RAV RTO records must be controlled in accordance with this policy and any other applicable organisational Policy, Procedure or program/service guidelines so as to ensure that information is readily accessible, legible and suitably maintained, including but not limited to:

- RAV Document Management Policy
- RTO Retention of Student Work policy
- RTO Version Control Policy
- RAVnet Team Room User’s Guide
- RAVnet Administrator Manual

2. Identification of records

RAV RTO Records which are controlled include, but not limited to the following:

- All Policies and Procedures
- The RTO Quality Management Process
- RTO Financial Records
- Contractual/ funding body documentation, including Third Party written agreements and reporting deliverables
- Program and Service Manuals, Guidelines and Specifications
- Student Information and communication including letters, agreements, rights and responsibilities, privacy and confidentiality statements etc.
- RTO training products
- Student records including statements of attainment and records of results
- Staff Personnel Files and associated documentation
- Relevant (internal) RTO documentation including meeting Agendas, Minutes, Reports, email and hard-copy communication, project plans etc.
- Relevant external information and communication resources used to inform and underpin RTO service delivery and continued operations – in particular those that impact upon contractual, legislative and organisational obligations and deliverables.

3. Retention, retrieval and disposal of records

Retention and Disposal schedules for all RAV records are determined by contractual and legal obligations, sector best practice standards and organisational requirements, as specified in applicable RAV Policies and Procedures.

RTO Student qualification or statement of attainment will be kept electronically for 30 years to be able to reissue if requested by a student. If RAV ceases being an RTO, the information will be provided to VRQA in digital or hardcopy form.
All archived records must contain sufficient (meta) data to ensure easy identification and traceability, and the effective completion of retention periods. At a minimum, all archived records must include staff/student/client file name, creation and archival date, and record type, and be held for the following periods of time (timeframes provided as a guide – additional guidelines may apply):

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Reports</td>
<td>2 Years</td>
</tr>
<tr>
<td>Financial Records</td>
<td>7 Years</td>
</tr>
<tr>
<td>Student Complaints or Grievances</td>
<td>7 Years</td>
</tr>
<tr>
<td>Audit Reports</td>
<td>5 Years</td>
</tr>
<tr>
<td>Service/ Program Contracts</td>
<td>5 Years</td>
</tr>
<tr>
<td>QMS Non-Conformance Reports</td>
<td>5 Years</td>
</tr>
<tr>
<td>Staff Records</td>
<td>7 Years</td>
</tr>
<tr>
<td>Student Assessments</td>
<td>3 years</td>
</tr>
<tr>
<td>Student Records (excluding Assessments)</td>
<td>7 years</td>
</tr>
<tr>
<td>Student Qualifications/Statements of Attainment, Assessment Tasks Completion form and Completion of Qualification form</td>
<td>30 years</td>
</tr>
</tbody>
</table>

Upon expiration of the relevant retention period, records will be disposed of in an appropriate manner, in accordance with the applicable RAV process or policy, and with the authorization of the Manager Training, or General Manager Operations.
Policy Development and Review

1. Policy statement

RAV will take a thorough and comprehensive approach to the development, documentation, communication, implementation and review of all policies and procedures which govern the operation of the RTO.
RAV RTO will:

- consult with relevant internal and external stakeholders in the policy development process
- communicate policies and procedures to current and prospective students through the RAV website
- ensure that policies are endorsed within its Quality Management System
- implement policies and procedures on a prospective, rather than retrospective basis, except in exceptional circumstances
- identify all policy and procedural changes in line with the RTO Version Control Policy
- ensure that all relevant regulatory, industry and quality requirements are incorporated into policies as relevant
- within a continuous improvement framework, undertake regular review of policies and procedures and amend in order to ensure effectiveness and currency.

RAV reserves the right to make any policy amendments and/or updates so as to ensure the ongoing effectiveness and adaptability of its operations to changing conditions.

2. Context

RAV's RTO requires a clear and effective policy and procedural framework, so that it can deliver vocational education and training services in line with relevant legislation, VRQA and AQTF standards and conditions, industry expectations and professional practice.
In order to ensure currency and applicability of policies guiding the RTO's operations, regular review and amendment is therefore required.
Registered Training Organisation 21977
Program Manual
Graduate Diploma of Family Dispute Resolution CHC81115
Graduate Diploma of Relationship Counselling CHC81015

Information, Policies and Procedures for Nationally Accredited Training
courses provided by Relationships Australia Victoria