

## INTRODUCTION

Advanced Training Institute (ATI) has developed a Code of Practice to address and establish its commitment to the maintenance of high standards in the provision of vocational education and training. This code of practice guides all policies and procedures and it is a requirement of employment that all ATI Staff, Trainers/Assessor and Students (interchangeably referred to as clients) abide by it.

## COMPLIANCE WITH LEGISLATION

ATI systematically reviews the legislation that is relevant to its operations and the scope of registration. The legislation that is relevant to your training and job role will be outlined during your training and will appear in your Staff Handbook. As ATI operates in both Victoria and New South Wales therefore our operations need to comply with both federal and state legislation. The most relevant legislation is listed below:

### Commonwealth Legislation: (applies to all Participants)

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Principles (2014)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Disability Discrimination Amendment (Education Standards) Act 2005
- The Copyright Act 1968
- Copyright Amendment (Digital Agenda) Act 2000
- Work Health and Safety (Transactional and Provisions) Act 2011
- Fair Work Act 2009
- Workplace Gender Equality Act 2012
- Australian Consumer Law and Fair Trading Act 2012 (incorporates Competition and Consumer Act 2010)
- Australian Consumer Law and Fair Trading Regulations (2012)
- Competition and Consumer Regulations 2010
- Copyright Act 1968 refer under Cth

### NSW State Based Legislation (Applies to NSW residents only)

- NSW Anti-Discrimination Act (1977)
- Workers Compensation Regulation 2003
- Clinical Injury Management and Workers Compensation Regulation 2002
- Affirmative Action (Equal Employment Opportunity for Women) Act (1986)
- WorkCover Legislation Amendment Act (1996 No. 120)
- Copyright Act, 1879. 42 Vic No 20 (modified 2006)
- NSW Commission for Children and Young People Act 1998. (and later in 2013 the Child Protection
- (Working with Children) Act 2012 No 51.

### Victorian State Based Legislation (Applies to Victorian Residents only)

- Education and Training Reform Amendment (Skills) Act 2010
- Victorian Qualifications Authority (Amendment) Bill 2003
- Victorian Qualifications Authority Act 2000
- Education and Training Reform Act 2006
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Working With Children Act 2005
- Workers Compensation and Injury Management Act 1981
- Workers Compensation (Common Law Proceedings) Act 2004
- Defamation Act 2005
- Working with Children Amendment Act 2010

## RTO and Organisation (Applies to ASIC Registered Companies)

- Fair Work Act 2009
- A New Tax System (Goods and Services Tax Act) 1999
- Age Discrimination Act 2004
- Information Privacy Act (2000) (VIC)
- Corporations Act 2001 (Cth)
- Business Name Act 1962
- National Vocational Education and Training Regulator Act 2012 replaced 2011 from February 2013, then superseded by New Standards October 2014, which must be met by April 1<sup>st</sup> 2015.
- NVR New Standards for Vocational Education and Training introduced in October 2014
- National Vocational Education and Training (Consequential Amendments) Act 2011
- National Vocational Education and Training Regulator (Transitional Provisions) Act 2011.
- Standards for NVR Registered Training Organisations 2012

It is against the law to discriminate in areas such as: Employment (section 15) - e.g. when seeking employment, training, promotion, equal pay or conditions of employment.

## ACCESS, EQUITY, PARTICIPANT SELECTION AND ADMISSION

Every participant who meets the entry requirements as prescribed by the appropriate Training Package will be accepted into any training/assessment program offered by ATI. ATI incorporates the principles of access and equity into all programs. ATI's personnel have been instructed in their responsibilities with regards to Access and Equity principles. Participants have equitable access to all programs irrespective of their gender, culture, linguistic background, race location or socio-economic background. In the EARLY Childhood Education Industry there is, due to the nature of work performed, a requirement for the majority of people to be able-bodied. However, to enable participation in the training offered by ATI by all members of the community, special needs may be addressed in relation to those units, which can accommodate special needs. Some programs may have a limited number of vacancies and these will be filled in a chronological order upon completion of enrolment. Admission procedures will therefore be free of discrimination, and if an individual does not meet entry requirements, all attempts are made to assist them to identify alternative courses of action, which may include referral support services as part of participation in nationally recognised and or accredited course.

## NATIONAL RECOGNITION

ATI recognizes the Australian Qualifications Framework (AQF) qualifications and statement of attainment issued by any other Registered Training Organisation.

## CREDIT TRANSFER

ATI will provide credit transfer for formal learning that a participant has undertaken training provided a copy of a testamur or award is submitted.

## ENROLMENT INDUCTION AND ORIENTATION

ATI conducts an enrolment, induction and orientation program for all participants. This program reviews the Code of Practice and also includes the completion of an Enrolment Form and any specific needs of the individual participant with regard to:

- language, literacy and numeracy support;
- venue safety and facility arrangements;
- relevant legislative requirements and accessibility;
- review of the training and assessment program and flexible learning and assessment;
- participant support, welfare and guidance services arrangements;
- appeals and complaints procedures;
- disciplinary procedures; and
- recognition arrangements and credit transfer.

## MARKETING

ATI markets and advertises its courses, with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of this information, no false or misleading comparisons will be drawn with any other provider or course. Specific course information, including content and vocational outcomes is available prior to enrolment. ATI only advertises those AQF qualifications it is registered to issue. ATI will always gain a participant's written permission when using their photographs to portray the ATI experience to potential clients.

## LANGUAGE, LITERACY AND NUMERACY

ATI recognized that all vocational training includes language, literacy and numeracy tasks and all ATI trainers and assessors provide:

- materials, resources and assessment tools and tasks that do not require participants to have language, literacy and numeracy skills of more complexity than those used in the workplace for the competencies being taught/assessed;
- clear models of the language/literacy/numeracy task;
- opportunities for repeated and supported practice; and
- opportunities for independent practice
- Where some participants require additional practice and training, ATI will arrange appropriate language, literacy and numeracy support and or facilitate referral support services to the students.

## DELIVERY OF TRAINING

ATI ensures that all resources meet the requirements of the relevant endorsed training package(s) and/or accredited course(s), for the delivery, assessment and issuing of qualifications, ATI affirms that it has in place and applies the following resources;

- Delivery personnel with appropriate qualifications, and experience including assessor requirements as identified in the relevant Training Package assessment guidelines;
- Delivery and assessment resources appropriate to the methods of delivery and assessment requirements; and relevant Training Package and/or accredited course documents and support materials, with necessary copyright authorizations.
- Delivery strategies utilized by ATI are always selected to best achieve the required elements of competence while giving full consideration to the learning style of the participant. The provision of training may include a flexible combination of off and on-the-job delivery and assessment.

## ASSESSMENT

ATI is committed to ensuring valid and reliable assessment of achievements against industry competency standards and all assessment undertaken by ATI remains consistent with the Assessment Principles, rules of evidence and the requirements of Training Packages.

## PRINCIPLES OF ASSESSMENT

ATI ensures that all assessment conducted within the organization is reliable, flexible, fair and valid.

**Reliable:** All assessment methods and procedures will ensure that units of competency are assessed consistently and that there is always consistency in the interpretation of evidence.

**Flexible:** Assessment will be offered in the workplace (on-the-job), in the training environment (off-the-job), in a combination of both or via recognition of prior learning/recognition of current competence. ATI will ensure that all assessment methods and practices allow for diversity with regard to how, where and when competence has been/will be acquired.

**Fair:** Assessment methods and procedures will not, under any circumstances, disadvantage any participant. Participants will receive all the required information to participate effectively in the assessment process

**Valid:** Assessment activities will always meet the requirements as specified in the unit of competency. Sufficient evidence will always be collected, and will be relevant to the standard/module being assessed.

## Assessment Pathways

ATI offers participants a number of assessment pathways appropriate to the qualification outcome. Assessment conducted for the purpose of national recognition may lead to a part or a full qualification under the Australian Qualifications Framework. The main assessment pathways to a qualification can be listed as follows;

- off-the-job training and assessment
- workplace assessment
- recognition or prior learning/recognition of current competence
- credit transfer

## Assessor Qualifications

ATI ensures that personnel involved in assessment activities always meet the assessor requirements as set by either;

- the assessment guidelines of training packages; and/or
- the assessment requirements of accredited courses;

## ASSESSMENT RESOURCES

ATI, when designing assessment resources, ensures that all aspects of competence are covered, including;

- task skills (performance of individual tasks);
- task management skills (managing a number of different tasks within the job);
- Contingency management skills (responding to problems, breakdowns and changes in routine); and
- Job/role environment skills (dealing with the responsibilities and expectations of the workplace)

Wherever possible industry will be engaged in the process of developing assessment tool, and or providing feedback into the tools used by the organisation. All assessment reporting systems will indicate the units of competency that the individual has attained.

## CONDUCTING ASSESSMENT

When conducting assessment, ATI ensures it has personnel with appropriate qualifications and adheres to the requirements of the Training Package and the Standards for NVR Registered Training Organisations 2012. ATI ensures that the personnel conducting assessment utilise appropriate methods for recording, storing and accessing assessment outcomes. Assessment activities undertaken by ATI always follow the methodology outlined below:

1. Assessment procedures are fully explained to participants. Throughout all training, participants are regularly reminded of the ongoing opportunity to be assessed at when they are ready.

2. Opportunities for Recognition (recognition of prior learning/recognition of current competence and credit transfer) are also discussed, as are any available flexible methods of assessment. The appeals and reassessment process is also outlined.

3. The assessment requirements of the unit(s) of competence/module(s) are outlined, and any particular arrangements for the workplace/training environment are arranged.

4. All evidence-gathering methods remain reliable, flexible, fair and valid.

5. As assessments are undertaken, ATI trainers/assessors record individual participant assessment results. Sample copies of the assessment instrument are kept by the trainer/assessor.

6. Post-assessment guidance is always available to participants.

7. A fair and impartial appeals process is always available.

8. Evaluation of assessment processes and procedures is gathered on an on-going (informal) basis.

## COMPLAINTS AND APPEALS

Participant feedback is important to the continuous improvement of the VET series provided by ATI. A full description of the procedure to be undertaken in the event of a complaint, an appeal or an academic appeal is listed in both the Staff and Student handbook.

A complaint is an expression of dissatisfaction with an action or a service that ATI provides. An appeal is where a client disagrees with a decision made. An academic appeal is where a student wishes to appeal an academic decision. Clients are strongly advised to write down their complaint or appeal. Submit [info@atinsitute.com.au](mailto:info@atinsitute.com.au). The CEO will review and appoint an appropriate person to investigate and respond to the complaint.

## FEES, CHARGES & REFUNDS

Participants of ATI must pay the set fee upon enrolment into a program. Organisations may be invoiced on receipt of a purchase order or acceptance of a program confirmation letter. Standard terms will apply to the payment of invoices.

## REFUND CONDITIONS

For any refund of fees students must apply by completing a Withdrawal / Refund of Fees form available by emailing [info@atinsitute.com.au](mailto:info@atinsitute.com.au). Prior to applying for a refund students are encouraged to discuss with the trainer or Training Manager.

### Short Course Programs

- If a student withdraws from a course, with a minimum of five (5) working days written notice from course commencement, a full refund of fees will be provided, minus a non-refundable administration fee of 25% of the total course fee.
- If a student withdraws from a course, between one (1) day and five (5) days written notice from course commencement, students will not be eligible for a refund.

### Certificate and Diploma Courses:

- The enrolment fee of \$200 is non-refundable. To secure enrolment, this must be paid 5 days prior to commencement of training.
- If a student withdraws from the course before week 4, the second payment invoice will not be issued to the student.
- If a student withdraws from the course before week 8, the third payment invoice will not be issued to the student.

## PAYMENT PLANS AND REFUNDS

Students can pay the course fee on a monthly payment plan. Students who are on a payment plan and who withdraw but have not paid in full may be eligible for a refund depending on the amount already paid and the timeframe of the withdrawal. For detailed information refer to the Fee and Refund Policy.

## PARTICIPANT WELFARE, GUIDANCE AND SUPPORT SERVICES

All participants of the ATI are treated as individuals and are offered advice and support services which assist participants in achieving their identified outcomes. ATI does not offer formal welfare or guidance services but every effort will be made to assist participants to access appropriate support agencies.

## DISCIPLINARY PROCEDURES

All ATI participants are expected to take responsibility, in line with all current workplace practices and legislation, for their own learning and behaviour during both on- and off-the-job training and assessment. Any breach of discipline will result in the participant being given a verbal warning. Further breaches will result in the participant having to "show cause" as to why they should not be excluded from further participation in the program.

## ACCESS TO PARTICIPANT'S RECORDS

Each participant's records are available to them on request. Participants' records are not available to other people unless ATI is requested in writing by the participant to allow such access. A participant's progress is communicated regularly throughout their training program.

## RECOGNITION OF PRIOR LEARNING/RECOGNITION OF CURRENT COMPETENCE

Recognition of prior learning/current competence assessment is available to all participants. Participants wishing to be assessed in this mode can either provide sufficient evidence of competence or undertake the required assessment tasks. Participants wishing to apply for Recognition should contact their trainer/assessor or make it known at enrolment, by completing the RPL application as part of their unit selection whereby they will be given the RPL Candidate Kit.

## MAINTAINING TRAINER AND ASSESSOR COMPETENCY

ATI recognises that the quality of our training and assessment is underpinned by the quality of its trainers and assessors. Trainers and Assessors engaged by Advanced Training institute have strong experience in the job role in which they train, they hold the Certificate IV in Training and Assessment and undertake regular professional development activities to improve their skills as trainers and to keep their vocational competency current including work placements.

## QUALITY INDICATORS

ATI will collect data on the quality indicators including results for the collection of the results of the Learner Engagement Survey and the Employer Engagement Survey as required.

## RECORDS MANAGEMENT

ATI is committed to ensuring records are reliable, can be easily accessed and confidentiality is maintained. To manage student information ATI uses the student management system on course that is able to submit AVETMISS compliant data as directed by the Standards for NVR Registered Training Organisations 2012 and its successors.

## CONTINUOUS IMPROVEMENT

ATI is committed to collecting data and indicators that check if the quality systems that are put in place are adequate in ensuring that training and assessment is of a high quality.

The CEO actively seeks feedback from both trainers and assessors and learners to assist in improving the services and methodologies provided.