



Student/ Candidate Information Hand Book

A GUIDE TO THE ASSESSMENT PROCESS

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Introduction

Our Training Organisation delivers a range of different courses to people who wish to gain a qualification of further education.

Our Trainer and assessors are highly qualified and have extensive experience. We are here to support the client/ participant throughout the training programs and we hope you have an enjoyable learning experience.

In this handbook, you will find information about our training organisations policies and procedures together with forms and documents that you may have to refer to.

We hope that your time with our training organisation is a memorable and productive learning experience

Training Contact Details

**Above and Below Adventure Company Pty Ltd Trustee for
Norman Family Trust Training as
Adventure Resources And Promotion Services
27 Peat Place
Lower Portland NSW 2756**

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Windsor NSW 2756**

**Telephone: (02) 4579 0471
Fax: (02) 4579 0371**

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Website: aboveandbelow.com.au**

Staff contact Names

**Chief Executive Officer / Managing Director
Dulcie Norman**

**Principle Trainer and Assessor
John Norman**

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Code of Ethics

- ✓ Our training organisation shall at all times act with integrity in dealings with all clients and members of the community
- ✓ We shall adopt such policies and practices to ensure the quality of vocational education and training programs offered are relevant and in accordance with:
 - Vocational Education Training standards (VET) and the VET Qualification Framework
 - Commonwealth and State legislation and regulatory requirements
- ✓ Our training organisation will ensure:
 - the employment of qualified staff and maintenance of staff training sufficient to deliver programs on an on-going basis
 - the accuracy of any marketing and promotional advertising material
 - compliance with current Workplace Health & Safety and Duty of Care requirements
 - the maintenance of adequate records and security of all current and archival records
 - client access to their records upon request
 - the maintenance and continual improvement of a Quality Assurance System
- ✓ We shall undertake to maintain quality training and to uphold the highest ethical standards

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VET Quality Framework

You are about to consider becoming a client/ participant in the process that can result in achieving a nationally accredited qualification.

These qualifications can only be delivered to you by an organisation that has met the requirements of Australian Skills Quality Authority (ASQA), the National Regulator, within their accrediting state or territory and which has the qualification within their delivery scope

These requirements are defined in the Standards to ensure consistent, high-quality training and assessment services for the clients of Australia's Vocational Education and Training system. These requirements are arranged in standards (Standards for NVR Registered Training Organisations)

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

If you have any questions regarding the standards or the National Vocational Educational and Training Regulator Act 2011 a Copy of the Act can be found <http://www.comlaw.gov.au/Details/C2011A00012>

Note of Explanation

The **Standards for NVR Registered Training Organisations** replace the former AQTF standards for RTOs for continuing registration and are now the standards, known as SNR, guiding nationally consistent, high-quality training and assessment services in the vocational education and training (VET) system. Download the SNR from the **Australian Skills Quality Authority (ASQA)** website at www.asqa.gov.au

Note: At the time of printing these website are correct, but they may change without notice, google search is a good method to ensure you look at the most up to date website

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Training Delivery and Assessment

Face-to-Face Training

Training delivered face-to-face by qualified trainers and you are required to attend each scheduled class and the trainer will moderate the learning pace, method and sequence appropriate to the learning needs.

Learning methods will vary and can include case study scenarios, field trips, 'hands on' practical classes, role play techniques, discussions, presentations and assignments

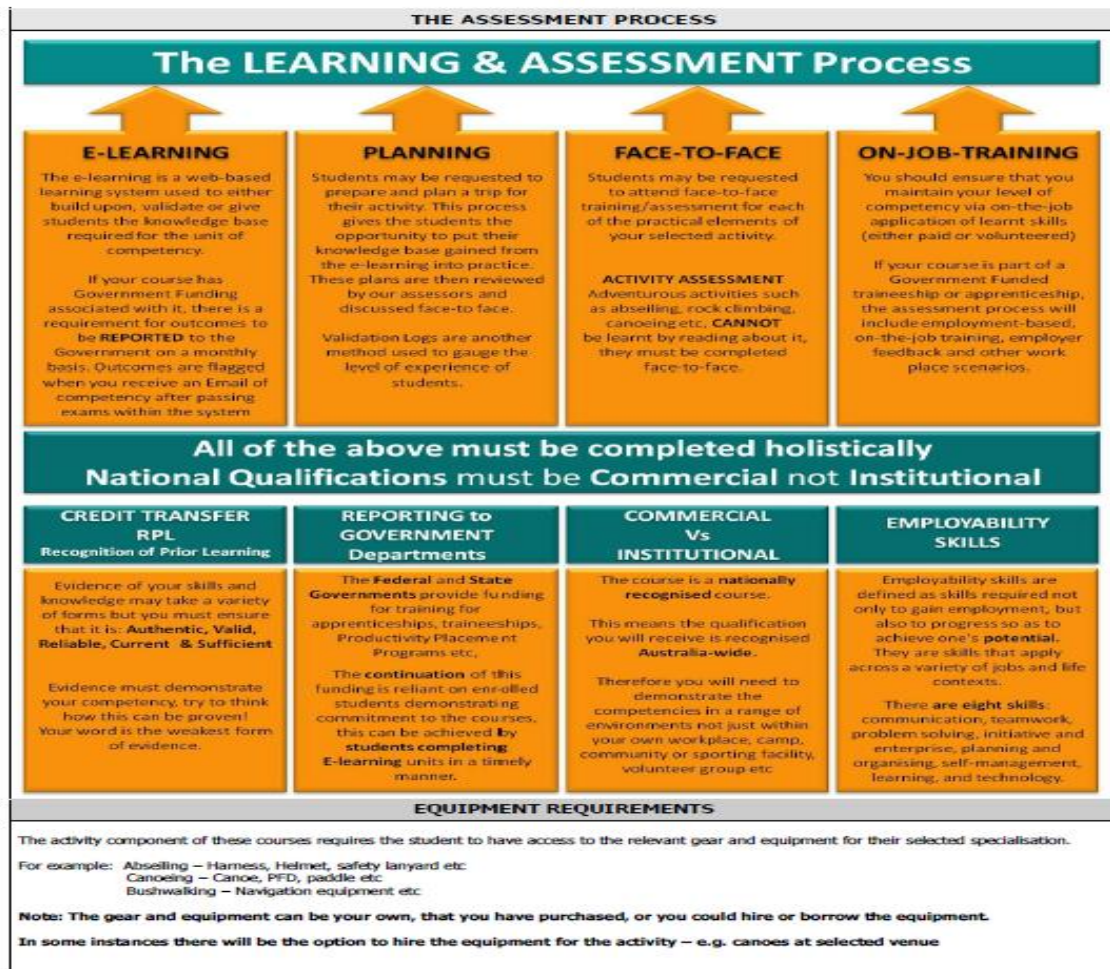
Assessment

Assessment tasks and strategies cover a wide range of methods and may include the creation of specific written documents, projects or reports, formal questions (multiple choice, short answers and long answers), practical demonstrations, small or large group tasks, oral presentations, problem solving tasks, case studies and discussions.

Workplace Training & Assessment

Workplace training is arranged with your employer. Some programs contain mandatory workplace training, which is assessed in the workplace.

Our training assessor will supervise your mandatory workplace training. At other times supervision is left to those employers who have offered to participate in workplace training.



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Assessment Policies and Procedures

Assessment Policy

Our organisation acknowledges the National Assessment principles issued under the Australian Recognition Framework and is committed to validity, reliability, flexible and fairness in assessment processes for the training programs that it delivers to its clients. Our training aims to provide clients and training/assessment staff with an assessment system that is as fair and equitable as possible.

Our assessment is competency based and is designed to determine whether the client can demonstrate the targeted competencies

Our training and assessments will meet the assessment criteria of the training package or accredited course on which the program is based. Assessment may be undertaken on or off the job. If conducted in the workplace, our organisations assessors and assessment procedures are to be used.

All assessment materials must be appropriate to students/ candidates' needs plan program delivery method and that they meet the training package requirements for each unit of competency

Assessment Procedure

Students and assessment candidates are notified in advance of the assessment dates and times by the assessor/ trainer responsible for the assessment, this will occur via the office administration.

The following conditions apply to Assessment

1. Students / candidates who are absent on the day of the assessment **must notify** our office of their inability to attend prior to the assessment time.
2. Students / candidates who know in advanced that their assessment tasks cannot be met must inform the administration office, at the earliest possible time.

Students / candidates who have missed an assessment for any reason covered under conditions 1 and 2 must apply for the missed assessment to be rescheduled, numerous non attendance, may result in not yet competent outcomes.

If a student / candidate has previously attempted an assessment and has been deemed **NOT YET COMPETENT** they may apply for re-assessment. Note a fee may be applicable for the re-assessment

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Principles for conducting assessments

All qualified assessors will have achieved competence in the National Assessment and Workplace Training Competency Standards, or equivalent.

The industries must assume that any such qualified assessor will understand the process for conducting assessments as detailed in those standards.

The guidelines for conducting assessments should be based on the following principles:

- The assessor must ensure that the assessment is consistent with the principles of validity, equity, authenticity and sufficiency.
- The person to be assessed must understand:
 - What is to be assessed
 - How it is to be assessed
 - Where and when the assessment is to occur.
- The person being assessed must be aware of
 - Their options for re-assessment
 - The assessment appeals process.
- The assessor must provide feedback to the person being assessed, identify any missing evidence of competence and provide advice on how to overcome the skills gap.
- The assessor must record the outcome of the assessment:
 - On a document for the person being assessed, **and**
 - On the Registered Training Organisations' documentation.

Purpose of assessment

Assessment is used for a wide range of purposes both within a competency-based training system and related applications spanning both the workplace and training institutions.

It is often a cooperative activity between training providers and the training and supervisory staff in workplaces.

In many assessment arrangements, persons carrying out assessment work in close cooperation with the person being assessed.

Typical purposes or applications of assessment may include:

- Recognition of Current Competence;
- Recognition of Prior Learning;
- Credit Transfer / National Recognition;
- Monitoring progress during training;
- Evaluating performance at the completion of training;
- Statutory qualifications requirements;
- Identifying training and development needs;
- As a basis for guidance in career planning and progression;
- Industrial qualifications, e.g., promotion and related issues;
- An objective benchmark for formal performance appraisal and review;
- Personal feedback on performance of workplace activities; and
- In recruitment and selection of personnel.

Usually an assessment scheme will serve a number of purposes. A package of techniques or methods is usually required to effectively achieve these purposes.

Prior to selecting a competency-based assessment process, it is most important that the purpose of the assessment is clearly identified.

A clear understanding of the purposes of the assessment by all involved will ensure a better basis for selecting, developing and using the most appropriate assessment procedures and instruments to be used.

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Assessment Process

All assessments conducted by our organisation will:

Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocational competent assessor who holds the Workplace Training and Assessment Training Package, TAE40110 (or versions that may supersede this Training Package)

Our assessments, within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the VET Quality Framework where a person is assessed as competent against the Nationally Endorsed units of competency in the applicable training package.

All of our Assessments will be:

- **Valid** – Assessment methods will be valid, that is, they will assess what they claim to assess.
- **Reliable**- Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the learner and from context to context.
- **Fair** – Assessment procedure will be fair, so as not disadvantage any learner. Assessment procedure will:
 - Be equitable, culturally and linguistically appropriate
 - Involve procedures in which criteria for judging performance are made clear to all clients/ participants
 - Employ a participatory approach
 - Provide for clients/ participants to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment. Will not disadvantage particular learners.

We will achieve this through:

- Careful design of the assessments
- Validation and moderation of the assessment materials conducted in our annual review
- An understanding of the definition and practical application of the above definitions.

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Prepare Assessment

Establish the context of assessment

- Discuss the purpose of assessment with the Client/ participant and confirm that it is understood.
- Obtain and explain to the Client/ participant the relevant performance measures applying to assessment (e.g., current endorsed competency standards, learning outcomes).
- Identify and explain any legal and ethical responsibilities associated with assessment to the Client/ participant.
- Explain and obtain agreement to the assessment procedure.

Plan evidence gathering opportunities

- Identify opportunities to gather evidence of competence which occur as part of the workplace or training activities.
- Identify the need to gather additional evidence which may not occur as part of workplace or training activities.
- Explain to the Client/ participant what evidence will be looked at to constitute each competency.
- Select the techniques that will be used to assess the employees/learner's knowledge and skill.
- Ensure the planned approach to gathering evidence will provide sufficient, reliable, valid and fair evidence of competence.

Organise assessment

- Obtain the appropriate resources. Practical assessment should preferably be conducted on-site. If on-site practical assessment is not possible off-site assessment at a mutually agreeable site could be appropriate. It can be by observation of current tasks or a demonstration via a simulated task.
- Inform the relevant people of assessment plans.
- Check that the assessment environment permits fair, valid and reliable assessment and that it is safe and accessible.
- Explain the assessment arrangements and requirements simply and clearly to the Client/ participant and confirm that it is agreed and understood.

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Conduct Assessment

Gather evidence

- Gather evidence in accordance with agreed competency standards and in accordance with the assessment procedure, using specified methods and tools.
- Document the evidence gathered in accordance with the assessment procedure.
- Ensure evidence gathered is valid, reliable and consistent.

Make assessment decision

- Evaluate the evidence gathered in terms of its:
 - Validity
 - Authenticity
 - Sufficiency
 - Currency
 - Consistent achievement of the specified standard
- Make the assessment decision in accordance with the criteria specified in the assessment procedure.
- Seek guidance, if in doubt, from a more experienced assessor nominated in the assessment procedure.

Provide feedback and advise the result

1. Put the client/ participant at ease throughout assessment.
2. Give clear and constructive feedback to the client/ participant where appropriate.
3. Discuss progress with client/ participant (if appropriate).
4. Discuss with the client/ participant ways of overcoming any gaps in their competency revealed by assessment and give guidance on further training opportunities, if appropriate.
5. Supply the client/ participant with a record of the assessment outcome at the completion of an assessment.
6. Advise and confirm with the client/ participant reassessment opportunities and/or review appeal mechanisms available where the assessment decision is challenged.

Record assessment results

- Record assessment results promptly and in accordance with the specified assessment procedure. Assessment results should be reported as 'Competent' or 'Not yet competent'.
- Record assessment results accurately in accordance with the specified record keeping requirements.
- Store assessment records in a secure place to ensure access by authorised people only.
- Maintain confidentiality of assessment outcomes.

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Assessment Appeals process:

All students/ candidates have the right to appeal any assessment decision made by our training organisation if they:

- believe that the assessment is invalid and /or
- feel that the process was invalid, inappropriate or unfair

The person lodging the complaint has the opportunity to formally present their case before the organisations management team. A written statement of the appeal should be issued including the reasons for the appeal.

With all the facts analysed, the management team will decide on a verdict and course of action to take. All parties will then be advised of the decision in writing.

If any parties concerned are not happy with the verdict then they may apply for the appeal to be heard by a mutually agreed upon separate Registered Training Organisation to aid in this process. They will be appointed to arbitrate and reassess participants if necessary; this cost will be at the expense of the appellant.

If a solution still has not been reached to the benefit of all parties the complainant has the right to representation and appeal under the relevant State or Federal Law.

The student / candidate has the right to a support person to be involved at all times during the appeal process

Record assessment results

Report on conduct of assessment

- Record and report promptly any assessment decision disputed by the client/ participant to those nominated by the Registered Training Organisation in the assessment procedure.
- Report on the positive and negative features experienced in conducting assessments to the Registered Training Organisation and make suggestions for improving any aspect of the assessment process.
- Refine the assessment activity and tools for future use.

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Appeal and re-assessment process:

A Student/ candidate should receive feedback on the assessment process as soon as possible after the assessment. Feedback should include advice on how to better prepare for the assessment, suggestions on how to collect further evidence, and strategies on how to gain experience in the area being assessed.

If a Student/ candidate has been briefed well by their assessor on the assessment process, re-tries for assessment and appeals should be kept to a minimum.

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a Statement of Attainment or Qualification under the Australian Qualifications Framework.

The appeals and reassessment process is developed and managed by the Registered Training Organisation.

As a first step, appeals should be made to and reassessments done by the Registered Training Organisation.

Should this fail, responsibility rests with the State/Territory Training Authorities:

NSW

State Training Services
NSW Department of Education Services and Communities
<http://www.training.nsw.gov.au/>

NT

DET- Department of Employment, Education and Training
<http://www.det.nt.gov.au/>

QLD

DETA - Department of Education, Training and employment
Department of Employment, Education and Training
<http://deta.qld.gov.au/>

TAS

Department of Education
<http://www.education.tas.gov.au/>

VIC

Skills Victoria
Department of Education and early Childhood Development
<http://www.skills.vic.gov.au>

WA

The Department of Education
<http://det.wa.edu.au/>

ASQA

Australian Skills Quality Authority
<http://www.asqa.gov.au/complaints/making-a-complaint.html>

Note: At the time of printing these website are correct, but they may change without notice, google search is a good method to ensure you look at the most up to date website.

for the implementation of fair and impartial appeals processes. The appeals and reassessment process should be described to the Client/ participant prior to assessment taking place, as part of the explanation of the overall assessment procedure. Parties involved in the assessment have the right, under the appeals and reassessment process, to request reassessment at a later time if reasonable grounds are demonstrated for questioning the original outcome.

An independent assessor who has technical competence in the standards being assessed must hear the appeal.

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Issuing of Certification:

Vocational Education and Training undertaken through our training is competency based. Assessments determine whether a client is competent/ or not yet competent.

Students/ Candidates are issued with either a qualification or partial qualification resulting in the issuing of a statement of attainment listing the units of competency undertaken and stating whether competency has been achieved. As well as being issued with a statement regarding competency, students/ candidates are issued with an academic transcript listing the units of competency undertaken and date achieved

Records or outcome of the assessment are held for 30 years.

Note: there may be a fee involved in the re-issuing of certification through our RTO.

What are competencies?

A competency is a statement about the skills, knowledge and attitudes a learner needs to complete and these statements are contained in each unit. Each unit is often made up of several elements.

The assessment of your competency means that you must be able to demonstrate, 'Show, Tell and Apply' evidence and skills, which match and meet these units and elements against a set of key performance competencies and nationally set standards.

This could include:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities and tasks
- Working with others in teams
- Leading teams
- Using mathematical ideas and technological tools
- Solving problems
- Demonstrating understanding

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Your responsibilities as a Learner:

All clients/ candidates are provided with information about the course structure, the learning and assessment strategies and the assessment tasks/ tools or evidence required for demonstrating competencies.

Competency Assessment process

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

1. Initial assessment to identify what competencies the student/ candidate already has. This occurs during the commencement of the course
2. Progressive Assessment during training to provide feedback about the student/ candidate's progress and to identify any outstanding unit and / or element that requires the student/ candidate to focus upon.
3. Final assessment when the student/ candidate indicates that they are ready to complete the assessment for any remaining competencies.

How are competencies assessed?

Assessment may attract both direct (Show and Tell) and indirect (Show, Tell and apply) assessment methods. This means that you will be required to produce evidence and/ or demonstrate skills and apply related knowledge associated with that unit of competency.

While demonstration of skills can be seen, underpinning skills such as problem solving, working in teams and understanding etc. can only be accessed through indirect and supplementary assessment. This is often undertaken through projects, case studies, and third party reports, written and oral questions

The students/ candidates level of performance is assessed against national standards. This means that the evidence provided and the competencies demonstrated must meet the standard of performance already set.

During assessment the assessor reviews evidence and observes the demonstration of competencies.

The assessor records the evidence and/ or demonstration as "C" – Competent or "NYC" – Not Yet Competent.

Broadly it's simply a matter of whether the student/ candidate can ("C") or cannot ("NYC") demonstrate the skills and provide supporting evidence to the performance standard.

If the student/ candidates evidence fails to demonstrate the level of competency for any unit or Performance criteria appropriate to the qualification the assessor can design a flexible training plan/ pathway

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What if you successfully demonstrate competencies in some areas and not in others?

If the student/ candidate enrolls in a qualification and can only demonstrate competencies in some and not all Units of learning a certificate for the qualification cannot be issued.

However, the student / candidate can receive recognition for the competencies and units of learning that have been successfully completed.

This recognition is a **Statement of Attainment** and will identify the qualification name; Unit numbers and a national identification number.

If the student/ candidate elect to continue and complete the full qualification or any outstanding Units, the administration office can work with them and together, a training pathway and plan can be developed to complete the outstanding learning units. Additional fees may be applicable for this process

Dress Code – Students/ candidates

A high standard of professional dress is expected of all students/ candidates.

Some qualifications are subject to WH&S protective clothing requirements. This information is available at the time of your course inquiry.

Resources and workbooks

During the term of enrolment students/ candidates will be issued with resources and workbooks- via the on-line learning platform for each unit of competency.

These are to assist students/ candidates throughout the course. Please ensure that you have read and completed all aspects of the Learner Guides, quizzes and exams to assist you to complete the course.

Student/ Candidate Feedback and Quality improvement

Our training organisation collects regular statistical information to monitor, maintain and achieve ongoing continuous quality improvements in the delivery of vocational education and training

We value and welcome constructive feedback from our students/ candidates and staff concerning educational and service improvements or changes that would improve the existing educational and client services provided by our training organisation

To provide management with this feedback student/ candidates will be asked to complete a learner survey which is available through the on-line learning portal on completion of the course.

Students/ candidates wishing to provide additional feedback on any issue or area for improvement are encouraged to email issues to the administration office.

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Recognition of Prior Learning (RPL) or Recognition of Current Competencies (RCC) / National (Mutual) Recognition or Credit transfer:

Credit Transfer *(added to the Handbook 31.05.2012)*

Our training organisation recognises equivalent statements of attainment and qualifications issued by Registered Training Organisations (RTO's) Australia wide. This is available for all subjects and units of competency listed within our scope of registration

These units of competency and any formal VET outcomes must be submitted within 3 months of enrolment and must be supplied as JP endorsed copies, scanned and electronically forwarded to our administration office.

No credit transfer will be applied after that 3 month period.

Pricing structure for all course is found on our website http://www.aboveandbelow.com.au/Course_Costs.html

Recognition of Prior Learning / Recognition of Current Competencies (RPL or RCC)

RPL/ RCC is available for all courses offered within our training organisation's scope of delivery

If students/ candidates feel they have already acquired competence, either formally or informally, in a unit of competency, module or a complete qualification, they may apply for RPL / RCC

Students / candidates can obtain information in relation to the RPL/ RCC process via our website http://www.aboveandbelow.com.au/info_RPL%20-%20page%201.html this will indicate the RPL /RCC requirement students/ candidates may wish to apply for.

Our organisation also has a pre-RPL assessment process which can assist in identifying http://www.aboveandbelow.com.au/Pre_RPL_Assessment.html if a student/ candidate has sufficient evidence to be granted RPL for units of competency.

If the Student/ candidate feels they have enough evidence to proceed with the process, fees will be paid and the process continued.

An RPL / RCC kit, which contains units of competency/ modules assessment requirements, types of evidence required, can be downloaded directly from the on-line platform.

As requirements for RPL/RCC may differ for each course and / or activity, specific details are discussed after submitting evidence and potential Gap training is instigated

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What is Recognition of Prior Learning or Recognition of Current Competency

If the student / candidate believes that they are competent in any unit of competency that they are enrolled in, they can apply for RPL or RCC.

Recognition is granted as a result of identifying and assessing the students/ candidates previous and current formal and informal education and training, work experience and / or life experience and knowledge. The student/ candidates previous learning and the evidence supplied are measured against pre-determined performance standards.

To prepare for Recognition the student/ candidate should indicate their decision to apply for recognition at the commencement of the course or within 3 months of enrolment in the course. There will be no granting of RPL or RCC after that 3 months period.

Evidence for Recognition

- Evidence of current competency/ and or national (mutual) recognition
- Performance, demonstration, or skills test
- Workplace or other pertinent observation
- Oral presentation
- Written presentation
- Portfolio, logbook, task book, project or assignments
- Written presentations
- Interview and questions
- Simulations

Student/ Candidates seeking Recognition are provided with

- On-line access to the information for the process
- Performance criteria for competency learning outcomes
- Information for identifying, gathering and submitting evidence of the students/ candidate achievements
- Information as to the possible sources of evidence
- The opportunity for refresher learning prior to the assessment - this may incur a Fee associated with the process

Students/ candidates should initially self assess against the performance criteria and critical aspects of the evidence for each unit of competency.

Students/ candidates must document their claim for competency in the format provided and in sufficient detail to enable the assessor to make a clear judgement.

Course fees and costs for RPL can be located on our website

http://www.aboveandbelow.com.au/Course_Costs.html

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The Assessor's Role

The primary role of an assessor is to objectively assess and judge an student's/ candidate's knowledge and evidence against a set of competency standards.

In essence the assessor must:

- Interpret and understand the Performance Criteria and Evidence Guides;
- Select appropriate assessment methods;
- Select and/or develop appropriate assessment materials;
- Ensure that evidence meets the Competency Standards;
- Ensure that evidence is valid, authentic, consistent, current and sufficient; and
- Make fair and objective judgments.

Our training of assessors is of great importance to the successful implementation of Competency Standards and their interpretation.

Providing feedback

Useful and clear feedback is of primary importance to the assessment process.

Effective feedback is:

- Constructive;
- Actionable;
- Relevant; and
- Timely

Special needs considerations

Frequently, people with a disability experience barriers imposed not by their disability, but by some feature of the environment. An easy example to picture is that of stairs, which pose obvious barriers to people who use wheelchairs.

There are other barriers not so obvious, but the obstacles just as great. A further example in the past has seen many people with a disability disadvantaged by a strict adherence to time limits for tests.

These time limits might be unreasonable due to the additional time that a person with a physical disability might take to physically complete the test, or a person who is Deaf might take to communicate via a sign language interpreter.

It is important to consider *reasonable accommodation* for Student/ candidate participant's with a disability.

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Student/ Candidate Policies and Procedures

Our training organisations policies and management procedures are designed to maintain high professional standards in the marketing and delivery of vocational education and training services.

Policies and procedures will safeguard the interest and welfare of the student/ candidate. Our organisation is committed to the success of student/ candidates and maintains an environment conducive to learning.

We have capacity to deliver the nominated qualifications and courses, provide adequate facilities and use of appropriate methods and materials for delivery of these courses.

Change of Enrolment

Change of enrolment will not normally be considered after the course has commenced unless there is a compelling reason for change. Change of enrolment may occur if the administration office agree on the benefit of the change and it does not disrupt other students/ candidates and the course structure.

Refunds may only be made as a result of change of enrolment subject to our refund policy.

Fees payable, Cancellation, Refund Policy

25% of the fee charged is an administrative fee, and is non-refundable unless the course is cancelled by us, in which case a full refund will be made.

45% of the fee charged is the material fee (including student training guides) and

30% balance of the fee represents the course fee and all fees must be paid prior to commencement of the course

Refunds are only given when a course is cancelled by our training organisation.

In such circumstances, students have the option of receiving a full refund or transferring to another course. We reserve the right to alter/ cancel any of the arrangements in our brochure and marketing material

Our training organisation does not accept responsibility for changes in students/ candidates personal circumstances or health issues and it is therefore important that students/ candidates choose their course carefully

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Student/ Candidate induction, orientation and information

Information is provided regarding the course structure, assessment processes and assessment tasks, this information is readily available on our website <http://www.aboveandbelow.com.au> Queries are answered regarding any learning and training needs, expectations and responsibilities, via email from the administration office.

Flexible delivery

Our training organisation recognises the principle of flexible delivery. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by all students/ candidates.

Conduct

Today's workplace requires employees to use their initiative, work as a team member and be honest, loyal, tactful and courteous. It is expected that students/ candidates will treat fellow students/ candidates and staff with respect.

Our training organisation strives to achieve the follow 'basic principles' of interpersonal behavior:

- Focus on the situation, issue or behaviour, not on the person
- Maintain the self- confidence and esteem of others
- Maintain constructive relationships with staff and fellow students/ candidates
- Take the initiative to make things better
- Lead by example
- Respect the property of our training organisation and fellow students/ candidates
- The use of inappropriate language will not be tolerated
- Mobile phones are to be turned off during course times and assessments

Purpose

Our training organisation's goal is to create a fair and efficient environment for all students and therefore expects students to follow all policies and procedures outlined in our Client Handbook.

Scope

Should any student/ candidate act with disregard to any of the organisation's policies and procedures, it may be necessary for management to take disciplinary action, this may include termination from the course

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Student / Candidate Privacy

We recognise every student/ candidate's right to privacy. Our training organisation identifies how we handle information. We collect and store enrolment information and the students/ candidates progress reports. We use this information to measure the students/ candidates and our own performance and also to advise students/ candidates of future products and services which can assist in their professional development or to up skill their qualifications.

Where State or Federal funding support training we are obliged to submit enrolment information and progress details for statistical purpose. At the time of enrolment you are asked to acknowledge our organisation terms and conditions and a release is associated with this information.

We Do Not share, rent, or sell personal information provided to us. The confidentiality of the information we collect from students/ candidates is protected under the NSW Privacy and Personal Information Protection Act and related Federal statutes.

<http://www.legislation.nsw.gov.au/fullhtml/inforce/act+133+1998+FIRST+0+N>

Note: At the time of printing these website are correct, but they may change without notice, google search is a good method to ensure you look at the most up to date website.

- All our staff and contractors are required to abide by the Privacy Policy in line with the NSW Privacy and Personal Information Protection Act.
- All staff are required to observe verbal or written discretion in their dealings with students/ candidates, client and other stakeholders.
- All staff are required to respect client and stakeholder information

We have documented and implemented procedures to assure the integrity, accuracy and currency of records ensuring that, except as required under the standards for Registered Training Organisations or by law, information about a student/ candidate is not disclosed to a third party without written consent of the student/ candidate.

Student/ Candidate Health

In the interest of all staff and students/ candidates that self-responsibility for health is seen as a serious concern. Anyone who is suffering from a temporary illness such as, a cold, flu and or viral infection, should not attend sessions until they have recovered.

Should the student/ candidate have other medical issues which may impact upon the Students/ candidates capacity to fulfill the requirements for the course and or activity being undertaken during assessment and should advise the administration office in a timely manner

Drugs and Alcohol

Our organisation promotes no-drug and no-alcohol consumption while training. To ensure the integrity of our organisation the consumption of alcohol and/ or prohibited drugs by any student/ candidate during training is strictly forbidden at all times.

Anyone who becomes affected by the use of substances while attending training is committing a major violation of our training policy and guidelines and is subject to severe disciplinary action.

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This may include suspension, dismissal or any other penalty appropriate under the circumstances.

(exceptions to this rule may be within the Hospitality Training Programs where tasting of alcohol is offered)

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Workplace Health and Safety

Our organisation is committed to providing and maintaining a safe and healthy environment for the benefit of all student/ candidate, clients, visitors and employees.

Management is responsible for ensuring that the level of Workplace Health and Safety is not compromised and also recognises it's obligations under the Work Health and Safety Act 2011 <http://www.workcover.nsw.gov.au/newlegislation2012/Pages/default.asp>

It is important student/ candidates report **ANY** injury or hazards immediately. If student/ candidate has any concerns or notices a condition or practice that seems unsafe, it is important it is brought to the attention of the trainers and assessors or a staff member.

Access and Equity

Our organisation is committed to access and equity principles and processes in the delivery of its services and working environment in accordance with the NSW Anti-Discrimination Act as well as related Federal statutes.

Access by student/ candidates to their own personal records is available either

1. on written request to the Training Department.
2. Electronically through their on-line account

Information includes personal details, training progress and competency assessments.

In the event of a situation that is considered by either staff or client to be in violation of our organisations Access and Equity Policy, staff and clients are required to report this situation to the Training Development Management.

Programs are designed and whenever possible set up to enhance flexibility of delivery in order to maximum the opportunity for access and participation by all students/ candidates.

Current legislation is available online at: <http://www.austlii.edu.au> and <http://www.legislation.nsw.gov.au>

Current legislation that effects our operations includes but are not limited to:-

Commonwealth Legislation

- National VET Regulator Act 2011
- Human Rights and Equal Opportunity Commission Act 1986
- Racial Hatred Act 1995
- Privacy Act and National Privacy Principles (2001)
- Human Right & Equal Opportunity Commission Act 1986
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workplace (Repeal and Transitional Provisions) Bill 2005

State based Legislation

- NSW Anti-discrimination Act 1977
- Workers Compensation Regulation 2003
- Workplace injury Management and Workers Compensation Regulation 2002
- WorkCover Legislation Amendment Act
- Occupational Heal & Safety Act (as amended 2002)
- Children and Young People Act 1998
- Copyright Act
- Apprenticeship and Traineeship Act 2001

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Note: We endeavour to keep this information up to date but with continuous changes of web links at the time of printing these Act's are correct. They may change without notice, google search is a good method to ensure you look at the most up to date website and information.

Harassment and Discrimination Policy

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

Harassment is unlawful under Federal and State legislation and all harassment, bullying and victimisation are contrary to duty of care principles in the provision of a safe environment for work and learning.

We will ensure that all our staff understand their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and by example, and we will ensure all of our staff are aware of the process and procedures for addressing any form of harassment or discrimination.

Staff and participants should be aware of the following definitions:

'BULLYING'

Is unwelcome and offensive behaviour that intimidates, humiliates and or undermines a person or group? Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear
- Behaviour that intimidates, degrades or humiliates a person
- Personality clashes and constant 'put-downs'
- Persistent, unreasonable criticism of work performance
- Violence both physical and threatened against trainers, assessors, staff or students/ candidates

'HARASSMENT'

Is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed.

Examples of harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a trainers, assessors, staff or students/ candidates work or work capacity
- Jokes and comments about someone's ethnicity, colour or race

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- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable

‘VICTIMISATION’

Victimisation includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint.

Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

Examples of victimisation may include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone
- Ignoring a person
- Mocking customs or cultures

‘RACIAL HARASSMENT’

Racial harassment occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic.

It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

‘SEXUAL HARASSMENT’

Sexual harassment is any verbal or physical sexual conduct that is unwelcome and uninvited.

It may including kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person’s private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material

Students/ candidates should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others.

Such conduct, when experienced or observed, should be reported to our organisation management. All complaints will be promptly investigated.

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

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

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

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Our organisation expects all students/ candidates to uphold to the spirit of this policy. Breaches of the policy will be considered to be 'misconduct' or serious misconduct' which may result in expulsion for student/ candidates or dismissal of staff

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Language, Literacy and Numeracy (LLN)

Our training organisation learner resource material is written and delivered in English.

We also recognise that not all people are able to read, write and perform calculations to the same standards.

1. Our on-line learning platform has an assistance button, " I need reading and writing assistance" which enable student/ candidate to contact the administration office for assistance at anytime.
2. Readable text, where the system reads the course content to the student/ candidate
3. Power-point presentations
4. Video, where the system plays recorded lectures of the course/ unit of competency to assist the student/ candidate

We will endeavour to help where we can to accommodate anyone with difficulties with Language, Literacy and numeracy

In the event that a student/ candidate needs exceeds our skills we will refer the student/ candidates to an external support provider.

This could be in the form of Community Colleges etc which run and coordinate Language, Literacy and Numeracy courses.

Student/ Candidate Support, Welfare and Guidance

Our training organisation caters to diverse student/ candidate learning needs and aims to identify and respond to the learning needs of all students/ candidates.

Student/ candidates are encouraged to express their views about their learning needs at all stages of their learning experience from the initial induction and enrolment stage.

Our organisation will assist all student/ candidates who enrol in their effort to complete our Training and Assessment programmes.

In the event that a student/ candidate is experiencing any difficulties with their studies we would recommend that the student/ candidate should seek assistance from a Mentor or Tutoring staff.

This would ensure that the full resources of our training organisation as an RTO are made available to ensure that the student/ candidate achieve the required level of competency in all accredited course.

If the student/ candidate needs exceed our capacity we will refer them onto an appropriate external agency

Student/ Candidate Vocational Counselling

Vocational Counseling is available to improve and extend training outcomes. Students/ Candidates are advised to make an appointment with external vocational counsellors

In the event that a student/ candidate needs exceeds our skills we will refer the student/ candidates to an external support provider.

This could be in the form of Community Colleges etc

Student/ Candidate Personal Counselling services

These services are available to all students/ candidates and staff from management and may take the form of advice or referral to other services.

Personal counseling services must meet the organisations code of practice and confidentiality procedures personal counselling services include but are not restricted to:

- a. Grievance/ conflict resolution
- b. Stress management
- c. Access and equity issues
- d. Client welfare and support

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Post program and Exit Counselling Services

These services may include assistance and referral for job seeking, vocational advice and mentoring.

Students/ candidate are advised of this service towards the completion of their qualification or course.

Student Confirmation advice

Complaints Policy and Procedure

Our organisation is committed to providing a fair and enriching environment for students/ candidates, which fosters academic achievement and in which interaction between participants and training and assessment staff are based on mutual respect and fulfilment of obligations.

The intent of this process is to ensure issues are resolved in a timely, impartial and confident way that is mindful of procedural fairness and protects against victimisation.

Complaints Policy Introduction

Our organisation recognise the value of complaints as an important tool in monitoring and responding to customers expectations.

In order to assist us to respond appropriately, all forms of complaints need to be documented and assessed as part of an on-going process.

Purpose

This policy sets out the responsibility of our organisation to:

- Recognise, promote and protect the customer's rights to complain about their dealings with our organisation.
- Ensure an accessible and well publicised complaints procedure is in place;
- Recognise the need to be fair to both the complainant and the organisation or person complained about;
- Provide a mechanism for responding to complaints in a timely and courteous manner;
- Determine and implement remedies;
- Provide adequate resources to support the complaints management process; and
- Record, assess and review complaints on a regular basis to ensure responsiveness and on-going commitment to service improvement.

Definition

Complaints are expressions of dissatisfaction made by consumers and as such form a major source of the public's perception of services received from our organisation.

Complaints can be made:

By letter- either through the mail, facsimile or e-mail;

On a specific customer complaint form

Verbally – either in person or over the telephone;

Through comments and feedback on surveys, training summary response sheets and customers feedback forms.

Complainants may be members of the general public, local government, State Government agencies, service providers and businesses or community organisations.

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Commitment

This policy is endorsed by the Director of our training organisation and is to be disseminated among staff and students/ candidates.

A students/ candidates right to complain is recognised and staff will handle and forward complaints to the appropriate area as needed. All staff are empowered to provided information and advice on the complaints handling process. Complaints which are complex or require additional support will be referred upwards or to the relevant area of responsibility.

All complaints will be reviewed in a timely manner, with a view to resolving issues in a non-confrontational, non- adversarial environment.

Complaints will be documented and reviewed regularly as part of our organisations on-going quality assessment.

Resources

Staff will be trained in the complaints handling process through workshops and information sessions. These complaints handling sessions may take place on an adhoc manner or when the management believes they are necessary.

The Director of our organisation will be authorised to accumulate data on complaints and to provide information to senior staff if required

Complaints handling process

Complaints will be handled fairly and justly and in a consistent manner and with the understanding that complainants should not be disadvantaged by the complaint process.

Complaints against staff will be directed to the appropriate person and all correspondence and assessments will be confidential.

Students/ candidates will be kept informed of the process of their complaint and of the final resolution. Complainants will be advised of avenues for further review of their complaint, if not satisfied with the resolution.

Responsiveness

Ensuring that complaints are met in a timely and effective manner is a major factor in ensuring satisfactory outcomes. Conversely, complaints which are inadequately assessed, or where responses are set in a spirit of urgency are unlikely to be adequate.

Accordingly, our organisation will implement standard response times and procedures for dealing with complaints, which will be assessed regularly to ensure that staff and clients are satisfied within the time frames set and that sufficient time of quality outcomes has been set.

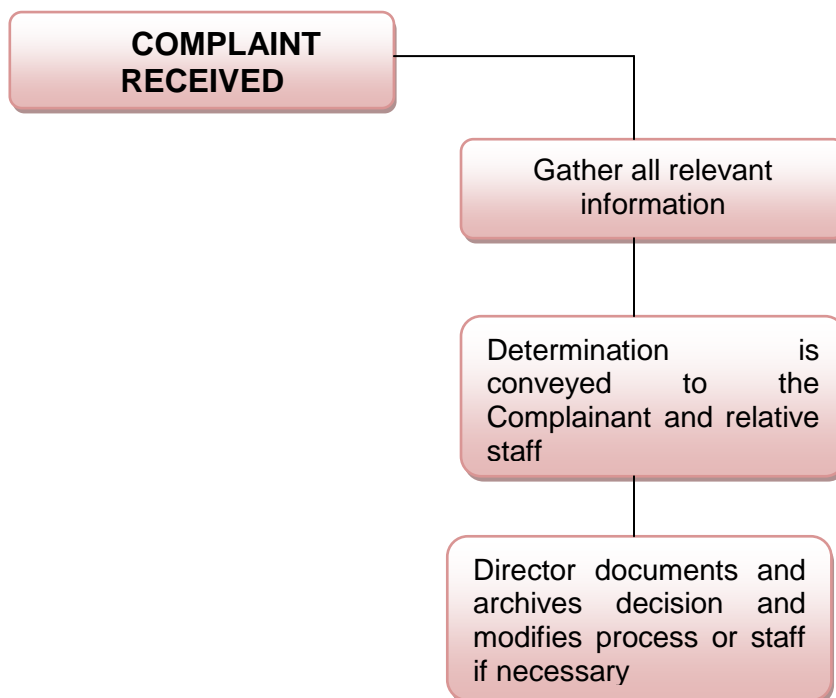
We aim to process all complaints within 10 working days.

Review

This policy will be reviewed by the Director of our organisation no less than every year. In reviewing the policy the Director may call on individuals and agencies for information and advice regarding the implementation and benefits or disadvantages of the policy.

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PROCESS FLOWCHART



Our training organisations workplace health and Safety Policy

The organisations management recognised the importance of providing all employees, visitors, contractor with a safe and healthy working environment, whether it is on or off-site To achieve this goal we will:

- comply with all relevant Acts and Regulations to ensure that the workplace is safe and without risk to health. In the absence of a specific legislation, the highest professional standards will be maintained.
- identify and reduce the risk of all types of work activities that have the potential to produce personal injury or occupational illness.
- provide instruction, training and supervision to improve individual's understanding of workplace hazards, including safe work practices and emergency procedures
- involve individuals in workplace health and safety matters and consult with them on ways to recognise, evaluate and control workplace hazards
- ensure that everyone(including visitors and contractors) complies with appropriate standards and workplace directions to protect their own and others health and safety in the workplace.
- provide adequate systems and resources to effectively manage rehabilitation and return to work processes.

Our organisation will implement and maintain an ongoing workplace health and safety program, including conducting regular inspections of the workplace aimed at preventing accidents and incidents

All managers and supervisors are responsible and accountable for the safety of employers, contractors, students/ candidates and company property under their control. Managers and supervisors are responsible for ensuring all regulations, procedures and safe work practices are followed at all times.

All employees are expected to:-

- follow all company safety requirements and relevant codes of practice
- maintain a clean and orderly work area
- report all injuries safety incidents
- actively participate in safety improvements activities

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Student/ Candidate information- located in student enrolment form

OFFICE HOURS

Our training organisations office is open from 9:00 am to 5:00 pm Monday to Friday, excluding public holidays

WHO CAN ENROL?

Our training organisation observes the requirements of the Anti-Discrimination Act and courses are open to all members of the public, who can fulfil all the course requirements in a safe manner. The student/ candidate must meet all the entry requirements associated with their course. Please note in the interest of students/ candidates learning it is a policy that young children do not accompany students/ candidates to practical training and assessment sessions

COURSE INFORMATION

Course information is accurate at time of publication. If details change you will be notified. Students/ Candidates are welcome to seek further information including details of training package modules at any time.

FEES

Fees are payable on enrolment. 25% of the fee charged is an administrative fee, and is non-refundable unless the course is cancelled by us, in which case a full refund will be made. 45% of the fee charged is the material fee (including student training guides) and the 30% balance of the fee represents the course fee and all fees must be paid prior to commencement of the course

CONFIRMATION OF ENROLMENT

Enrolment confirmation and receipts are provided to all students/ candidates. Course details should be checked as no further information will be provided

MATERIALS

The fees shown for each course covers tuition and Assessment only. If students/ candidates are required to purchase kits and or material / equipment a list will be given on the first day of the course by the tutor. These items can be purchased through Above & Below Adventure Company through the outdoor adventure e-store.

REFUND POLICY

Refunds are only given when a course is cancelled by our training organisation. In such circumstances, students/ candidates have the option of receiving a full refund or transferring to another course. We reserve the right to alter/ cancel any of the arrangements in our brochure. Our training organisation does not accept responsibility for changes in students personal circumstances and it is therefore important that students choose their course carefully.

CERTIFICATES

Certificates and or Statements of Attainment will be issued for upon satisfactory assessment, as provided in the course information sheet. If deemed Not yet competent then and additional assessment fee may be payable. A reprint or re-issue of a qualification or statement of attainment may incur an administration fee

NATIONAL RECOGNITION (CREDIT TRANSFER)

Our Training organisation acknowledges national (mutual) recognition of qualifications, statements of attainment and units of competencies issued by any other RTO from the current training package or equivalent units of competencies

RECOGNITION OF PRIOR LEARNING (RPL or RCC)

RPL is available for all courses offered within our training organisations scope. If students/ candidates feel they have already acquired competence, either formally or informally, in a unit, module or a complete qualification, they may apply for RPL. Students/ Candidates should enrol via the on-line learning platform, which enable immediate commencement to the RPL application, units / modules assessment requirements, types of evidence required and likely fees.

As requirements for RPL may differ for each course / activity, specific details are discussed prior to submitting evidence.

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WORKPLACE HEALTH AND SAFETY

Training which takes place in a training room which will have adequate lighting and ventilation. Specific evacuation procedures are given at the commencement of the course. Activity specific activities will take place within the outdoor environment which has its own inherent risk factors, and students/ candidate will be advised of these risk depending upon the location of this activity

APPEALS AND COMPLAINTS

There is an appeals procedure in place. Please refer to the Student/ Candidates Handbook for more information.

RESPONSIBILITIES OF THE STUDENTS/ CANDIDATES

Students/ Candidates are required to act in a responsible manner at all times. Reasonable and appropriate dress standard should be observed for the environment in which the student is going into.

SMOKING, Drugs and Alcohol

Students/ Candidates are advised that smoking is not allowed in the training room area or whilst participating within the activity specific areas. Drugs and alcohol are strictly prohibited

MOBILE PHONES

Students/ Candidates are requested to ensure that mobile phones do not intrude on the lesson during the training room sessions for the benefit of their fellow students/ candidates. Mobile Phones during activity specific areas as this is a safety issue within the outdoor recreation environment.

PERSONAL PROPERTY

Our training organisation does not accept responsibility for any damage or injury to any person or property, or the safety of their vehicles at various locations

STUDENT FEEDBACK

It is extremely helpful if students/ candidates are able to provide feedback that our training organisation can use in its quest for continuous improvement.

Accordingly, students will have access to a "learner questionnaire" via their on-line delivery platform at the end of each course. We encourage all students/ candidates to complete this on-line survey, which will automatically email back to our administration office

PRIVACY POLICY

Our training organisation understands that student/ candidates are concerned about privacy issues, and we aim to maintain confidentiality of information at all times

CREDIT CARD DETAILS

Credit Card details are only used for recording the specific transaction authorised by the student/ candidate. All on-line transaction information the responsibility of the Banking institution, our organisation does not hold credit card details.

WORKING WITH CHILDREN CHECK

Child protection legislation makes it an offence for a person convicted of a serious sex offence to work with children under 18. Our training organisation accepts students/ candidates under the age of 18 years of age and it is therefore our policy that all trainer, assessor and tutors need to complete a prohibited employment declaration before training and or assessing in the face-to -face environment. This is also a requirement of students prior to working with children

DISCLAIMER

While every effort is made to ensure the information provided by our courses are correct, Our training organisation cannot be held responsible for any necessary changes to the information

Note:

The signing of our enrolment form is your acceptance and understanding of the contents of this Handbook, which outlines the rights and responsibilities as a student's/ candidates of Above & below Adventure Company Pty Ltd Trustee for Norman Family Trust, Trading as Adventure Resources And Promotion Services and Outdoor Training College and any subsidiary trading entities

Also the acceptance of the our organisations terms and conditions upon enrolment through our on-line learning system is an acceptance and understanding of the contents of this Handbook, which outlines the rights and responsibilities as a student's/ candidates of Above & below Adventure Company Pty Ltd Trustee for Norman Family Trust, Trading as Adventure Resources And Promotion Services and Outdoor Training College and any subsidiary trading entities

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General Information and contact details

Government Department	Title/ name of Legislation	Web address
NSW	NSW Anti-Discrimination Act 1977	http://www.lawlink.nsw.gov.au/lawlink/adb/ll_adb.nsf/pages/adb_adlaw
NSW	Workplace Health and Safety Acts	http://www.workcover.nsw.gov.au/newlegislation2012/Pages/default.aspx
NSW	The Children and Young Persons (Care and Protection) Act 1998	http://www.legislation.nsw.gov.au/fullhtml/inforce/act+157+1998+FIRST+0+N
NSW	Child Protection (Prohibited Employment) Act 1998	http://www.legislation.nsw.gov.au/sessionalview/sessional/act/1998-147.pdf
NSW Dept of Education and Training	Department of Education and Training (DET) Principles for a Culturally Diverse Society	https://www.det.nsw.edu.au/detresources/about-us/how-we-operate/annual-reports/eapsreport2004.pdf
NSW Dept of Education and Training	NSW Charter For Equity in Education And Training	https://www.det.nsw.edu.au/detresources/NSW_Government_Charter_for_Equity_UOgMvAscRp.pdf
Federal Government	Job Network - Code of Conduct	http://www.workplace.gov.au/NR/rdonlyres/0B0EEB12-2FD4-478E-A00A-E1BA59BFD840/0/cb99fact.pdf
Federal Government	Privacy Act 1998 and Privacy Amendment (Private Sector Act 2000)	http://www.privacy.gov.au/law/
Job Futures	Job Futures Ltd Code of Conduct and Direction under Subcontract	https://www.jobfutures.com.au/
ASQA	Australian Skills Quality Authority (National Regulator for RTO's)	http://www.asqa.gov.au/
NSW	Industrial relations Act	http://www.industrialrelations.nsw.gov.au/About_NSW_IR/Legislation.html
VICTORIA	Equal Opportunity Act 2010	http://www.humanrightscommission.vic.gov.au/index.php?option=com_k2&view=item&layout=item&id=1123&Itemid=569
Western Australia	Equal Opportunity Commission	http://www.eoc.wa.gov.au/Index.aspx
Anti Discrimination Australia	Anti Discrimination Australia	http://www.antidiscriminationaustralia.com.au/?qclid=COyZyP6ZoLECFQcrpAodyhpRXg
NSW	Equal Employment Opportunity	http://www.eeo.nsw.gov.au/
National	Employment Service Act	http://www.comlaw.gov.au/Series/C2004A04849
National	Disability Discrimination Act	http://www.comlaw.gov.au/Details/C2012C00110

General Information and contact details

Government Department	Title/ name of Legislation	Web address
National	Administrative Appeals Act	http://www.austlii.edu.au/au/legis/cth/consol_act/aata1975323
National	Copyright Act	http://www.comlaw.gov.au/Details/C2012C00265
National	Workplace Relations Act - Fair work Australia	http://www.comlaw.gov.au/Series/C2004A03679
National	Freedom of Information Act	http://www.comlaw.gov.au/Details/C2012C00231
Work Cover NSW	WorkCover NSW	http://www.workcover.nsw.gov.au/Pages/default.aspx
NT WorkSafe	WorkSafe NT	http://www.worksafe.nt.gov.au/home.aspx
WorkCover WA	WorkCover WA	http://www.workcover.wa.gov.au/Default.htm
National	Human Rights Act 2001	http://www.comlaw.gov.au/Details/C2004B00974

A good source of information in regard to legislation can be located at

<http://www.comlaw.gov.au/Home>

Note: We endeavour to keep this information up to date but with continuous changes of web links at the time of printing these Act's are correct. They may change without notice, google search is a good method to ensure you look at the most up to date website and information.

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