

ACT EMERGENCY SERVICES AGENCY

REGISTERED TRAINING ORGANISATION



STUDENT HANDBOOK

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Welcome

Welcome to training with the ACT Emergency Services Agency (RTO ID 88091). No matter which operational or support service you work with, ESA Training supports them to provide the learning and development opportunities you need to perform your role well.

ACT ESA is an accredited Registered Training Organisation (RTO) under the *National Vocational Education and Training Regulator Act 2011*. Maintaining RTO registration allows the ESA to offer nationally recognised training to staff, volunteers and other external clients.

The ESA RTO operates as an enterprise RTO, meaning that training and assessment is developed and delivered primarily for employees and volunteers of the ESA. In some circumstances the ESA delivers training to external clients; however, the key focus is on internal clients.

ESA Training is responsible for the day-to-day management of the ESA RTO. This handbook introduces the standard policies and procedures in place to ensure that you receive quality training and assessment and can make the most of the learning opportunities available to you. There will be additional course specific information provided by the relevant operational area when you start a new course of learning.

Key Contacts

If you have questions about the policies outlined in this handbook, please email [ESA Training](mailto:ESA_Training@act.gov.au).

If you have questions about your specific course, please email the relevant service and your question will be directed to the most appropriate person to help you.

ACTAS Education:	ESA_Training@act.gov.au
ACT Fire & Rescue Training & Development:	ACTFR_Training@act.gov.au
ACT RFS Learning & Development:	RFSTraining@act.gov.au
ACT SES Learning & Development:	SESTraining@act.gov.au
ESA Training (incl. ComCen):	ESA_Training@act.gov.au

BACKGROUND TO NATIONALLY RECOGNISED TRAINING

National VET Regulation

The *National Vocational Education and Training Regulator Act 2011 (C'wlth)* (NVR Act) is the principal legislation enacted for the regulation of the vocational education and training (VET) sector in Australia.

The ESA RTO must comply with the NVR Act to maintain its RTO status. This includes ensuring compliance with the *Standards for Registered Training Organisations (RTOs) 2015* under subsection 185(1) and subsection 186(1) of the NVR Act.

Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for Australia's VET sector. ASQA's role is to ensure that RTOs comply with the requirements detailed in the NVR Act at all times. Compliance ensures nationally consistent, high-quality training and assessment services for the clients of Australia's VET system.

VET Quality Framework

The VET Quality Framework is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by RTOs. The framework consists of a series of legislative instruments enacted under the NVR Act.

The VET Quality Framework comprises the:

- [Standards for Registered Training Organisations;](#)
- [Australian Qualifications Framework;](#)
- [Fit and Proper Person Requirements;](#)
- [Financial Viability Risk Assessment Requirements;](#) and
- [Data Provision Requirements.](#)

To become an RTO, and to maintain registration, organisations must comply with every component of the framework.

The Framework is supported and complimented by the following:

- [Standards for VET Accredited Courses;](#)
- [Standards for Training Packages;](#) and
- [Standards for VET Regulators](#)

ENROLMENT

Enrolling with the ESA RTO

A revised National VET Data Policy was endorsed by the COAG Industry and Skills Council on 24 November 2017 and came into effect on 1 January 2018. This national policy means that the ESA RTO is required to collect your Unique Student Identifier (USI) and ask you to complete an Enrolment Form that collects information about you.

To minimise the amount of paperwork you need to fill out, ESA Training has developed a process so you only have to complete the full enrolment form when your details change rather than for every course you complete. Your details will be maintained in VETtrak and linked to any courses you do with ACT ESA.

VETtrak is a Student Management System that complies with the requirements of the National VET Data Policy as well as providing a platform for recording and reporting on the qualifications, skills and capabilities you have relevant to your role with the ESA.

Whenever your personal details change, complete a new *Initial RTO Enrolment Form* so your VETtrak profile can be kept up to date.

Step 1: Get a USI	You only need to do this once
Step 2: Submit an Initial RTO Enrolment Form	You only need to do this once or when your personal circumstances change
Step 3: Nominate for a specific course	Do this for each course you enrol in

Unique Student Identifier (USI)

Each individual student requires a Unique Student Identifier (USI) when studying a nationally recognised training course in Australia.

ACT ESA will not be able to issue nationally recognised qualifications to anyone without a verified USI.

What is a Unique Student Identifier?

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed by you online, anytime and anywhere
- is free and easy to create and
- stays with you for life

How do I get one?

Creating a USI is quick, easy and free.

1. Have a valid form of ID, such as your driver's licence or passport, handy
2. Go to www.usi.gov.au and click on 'Create my USI'
3. Fill out the form online. Be sure to enter your details exactly as they appear on your ID.
4. The system will verify your identity using the Document Verification Service (DVS). There is comprehensive information about the DVS on the USI website.

What do I do with it?

When you fill out your Initial RTO Enrolment Form, write your USI and Date of Birth on the form. Your USI will be entered on your VETtrak profile. You only need to provide your USI to ESA Training once.

I've forgotten my USI – what do I do now?

If you've done nationally recognised training in the past few years, you may already have a USI. You only ever need one USI. It is unique to you and is yours for life.

Go to www.usi.gov.au and click on the blue 'Forgotten USI' button. You will be asked to enter some information to allow the system to identify you. Contact the USI office if you have questions about finding your forgotten USI.

Initial RTO Enrolment Form

RTOs must collect and report 'Total VET Activity' data in accordance with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). AVETMISS is a national data standard which ensures the consistency and accuracy of VET information.

The ESA RTO is required to collect demographic information as well as details about where and what our students study. The *Initial RTO Enrolment Form* consists of a set of mandatory questions we are required to ask you.

What information do I need to provide?

The National VET Data Policy requirements mean that the RTO must seek this data, however, the student may choose not to disclose this information.

You must hand in an *Initial RTO Enrolment Form* even if you choose to leave some or all of the answers blank. The ESA RTO must retain evidence that each student has been provided with the mandatory information contained in the Privacy Notice and Student Declaration on the back page of the form.

When you start your service with the ACT ESA, fill out an *Initial RTO Enrolment Form* and send it to ESA_Training@act.gov.au. The information you provide will be included in your VETtrak profile. Whenever your personal details change (e.g. address, phone number), complete a new *Initial RTO Enrolment Form* so your VETtrak profile can be kept up to date.

Course Nomination

When you identify the course you wish to enrol in, complete the *Course Nomination Form* available from ESA Training or the service course coordinator. Make sure the *Course Nomination Form* is approved by the relevant parties and that any rostering impacts have been discussed before submitting it to ESA_Training@act.gov.au.

When your nomination is processed, you will receive Joining Instructions with details about the course including pre-course requirements, location, and any specific equipment requirements.

TRAINING AND ASSESSMENT

Delivery strategies used across the ESA are selected to effectively achieve the required competency outcome while considering the principles of adult learning. Training is likely to include a combination of classroom-based training and work-based training (either in the field or through simulation). Some training may include pre-course work and some training may include post-course work.

In accordance with the principles of adult learning, participants are encouraged to learn at their own pace and reasonable assistance is provided where necessary to accommodate specific learner needs. Speak with your trainer or course coordinator to discuss options for learning assistance.

Student Support

During training, you or your trainer might identify areas where you would benefit from additional support or some modifications to the course.

Your trainer will work with you to develop a Support Plan to give you the best opportunity for success. This might include modifications to the training materials, changes to the way information is delivered, or reasonable adjustments to assessment tasks.

If you want to discuss a Support Plan, talk to your trainer in the first instance. If further advice or support is required, please contact the ESA Training Team. The Support Plan template is available on the ESA website under Training.

One way to identify student support requirements is to understand your language, literacy and numeracy proficiency.

Language, Literacy and Numeracy Support

The ESA RTO has implemented a system called *LLN Robot* to manage assessment and provide support to learners regarding their individual language, literacy and numeracy (LLN) needs.

The *LLN Robot* system consists of two parts:

1. Online LLN testing
2. Generating training profiles and training support courses.

Assessment of core LLN skills identifies an individual's skill levels which can then be compared with the LLN levels required of a training course (or unit or qualification) or workplace tasks.

The *LLN Robot* online assessment has been designed to give an indication of a learner's abilities across five core skills being Learning, Reading, Writing, Oral Communication and Numeracy. The assessment uses examples from everyday life to avoid bias relating to specific training or working environments and experience. This approach keeps the assessments fair, valid and accessible to all learners.

At the end of the assessment a learner profile is generated scoring each of the five core skills. These results are stored in a secure database and accessed by the authorised training officer for that learner. The profile can be updated based on other evidence gathered by the training officer e.g. enrolment forms, pre-course work and discussions.

Each course offered by the ESA RTO is analysed by the *LLN Robot* system and a profile of that course is generated against the same five core skills. This allows a comparison of the course requirements and the learner's current skill level to identify any gaps and possible support needs.

Where gaps in a learner's core skills are identified, the *LLN Robot* system provides a training support course which outlines mechanisms that can be used to support the learner's development, as well as a series of self-paced activities that the learner can work through to improve their skills.

The *LLN Robot* system is used to determine learner support needs. It is not a recruitment or screening tool.

If you are signing into an Australian Apprenticeships Training Plan (e.g. ACT Fire & Rescue recruits), use of the *LLN Robot* is mandatory. Otherwise, your trainer may suggest it would be beneficial or you may wish to complete the LLN assessment to determine your own LLN needs. In this case, contact ESA Training to get access to the *LLN Robot*.

Expected behaviours in training and assessment

A shared understanding of expected behaviours for trainers, assessors and students is essential to ensuring expectations and required behaviours are clear.

Students

The *Student Code of Conduct* ([Appendix A](#)) describes acceptable behaviour in the learning environment. It presents the norms that ESA will respect and sets the standard for what is considered appropriate behaviour.

Trainers and Assessors

The *Trainer and Assessor Statement of Responsibilities* describes the role and responsibilities of Trainers and Assessors including expectations for professional standards in the representation of ESA. The *Trainer and Assessor Statement of Responsibilities* is applicable to everyone conducting training and assessment activities on behalf of the ESA RTO. This includes volunteers and contracted providers.

Behaviour in contravention of these documented expectations should be reported to the Director, ESA Training who will review the matter and make recommendations to the relevant person.

- Matters related to ESA employees will be referred to the relevant Chief Officer or Executive.
- Matters related to ESA volunteers will be referred to the relevant Chief Officer.
- Matters related to a 3rd party who is an employee of the ACT Government will be referred to that person's Executive Officer.
- Matters related to any other person will be referred to the Executive Branch Manager, People and Culture.

These expected behaviours need to be read in conjunction with: the ACT Public Service Code of Conduct; the ACT Public Service Code of Ethics; and the ACT ESA Volunteer Charter and any associated codes of conduct and/or guidelines.

They do not replace existing public sector values and obligations or the ACTPS Code of Conduct. Processes for managing code of conduct issues for ACT Public Service employees are contained in the *Public Sector Management Act 1994* and its subordinate instruments and relevant enterprise agreements.

Assessment

Assessment is a process of collecting evidence against a standard and making a judgement of competency.

Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise. The assessor is responsible for making a judgement using the evidence collected that a person is competent.

A person is deemed to be competent when able to demonstrate they have the required skills and knowledge and can apply them in a range of situations in the workplace. This definition of competency:

- emphasises outcomes
- focuses on what is expected of an employee in the workplace
- highlights the application of skills and knowledge to workplace tasks
- incorporates the ability to apply and transfer knowledge and skills to new situations and environments

It is important to remember that an assessment outcome of not yet competent is not failure. It simply means that the candidate needs more training and/or support in some identified areas.

As a candidate for assessment, you can expect all assessment activities to meet the Principles of Assessment and Rules of Evidence.

Principles of Assessment

Validity	<p>Assessment is valid when the process assesses what it claims to assess.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> - assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; - assessment of knowledge and skills is integrated with their practical application; - assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; - judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
Flexibility	<p>To be flexible, assessment:</p> <ul style="list-style-type: none"> - reflects the candidate's needs; - provides for recognition of competencies no matter how, where or when they have been acquired; - draws on a range of methods appropriate to the context, competency, and the candidate; - and supports continuous competency development.
Fairness	<p>Fairness in assessment requires:</p> <ul style="list-style-type: none"> - consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; - clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in, and consents to the assessment process; - opportunities that allow the person/s being assessed to challenge assessments with provision for reassessment.

Rules of Evidence

There are four rules of evidence that must be considered to ensure the judgement made by an assessor is based on quality evidence. It is important to note that it is almost impossible for a single source of evidence to satisfy each of these rules. Therefore, to ensure reliable judgement of competence, assessors are highly likely to require presentation of multiple sources and forms of evidence over a period of time to ensure the rules of evidence are met.

Valid	Evidence is valid when it relates directly to the competency being assessed and addresses the Dimensions of Competency.
Authentic	Authenticity relates to ensuring the evidence is from or of the candidate and not another person (e.g. the assessor needs to be satisfied that the evidence gathered is the candidate's own work).
Current	Current relates to the age of collected evidence. Competency requires demonstration of current performance, therefore the evidence collected establishes the ability of the candidate to demonstrate competence in the present.
Sufficient	Sufficiency relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to satisfy the need for repeatable performance.

A variety of assessment instruments can be used in combination to collect evidence, including:

- written assessment
- practical demonstration
- supervisor checklists and reports
- group assessment
- workplace assessment
- simulation exercises and/or role play
- oral questioning
- portfolio
- logbook
- self-assessment

Reasonable Adjustment

Reasonable adjustment means adjustments that can be made to the way evidence of candidate performance is collected. While reasonable adjustments can be made in terms of the way evidence is gathered, the criteria for making a judgement of competency cannot be changed in any way. That is, the minimum performance standard is the same regardless of the group and/or individual being assessed.

Feedback from your assessor

Useful and clear feedback is of very important to the assessment process. Feedback should include advice and explanation of the elements of competency achieved and elements of competency not yet achieved. Effective feedback is:

- Constructive
- Balanced
- Actionable
- Relevant
- Timely

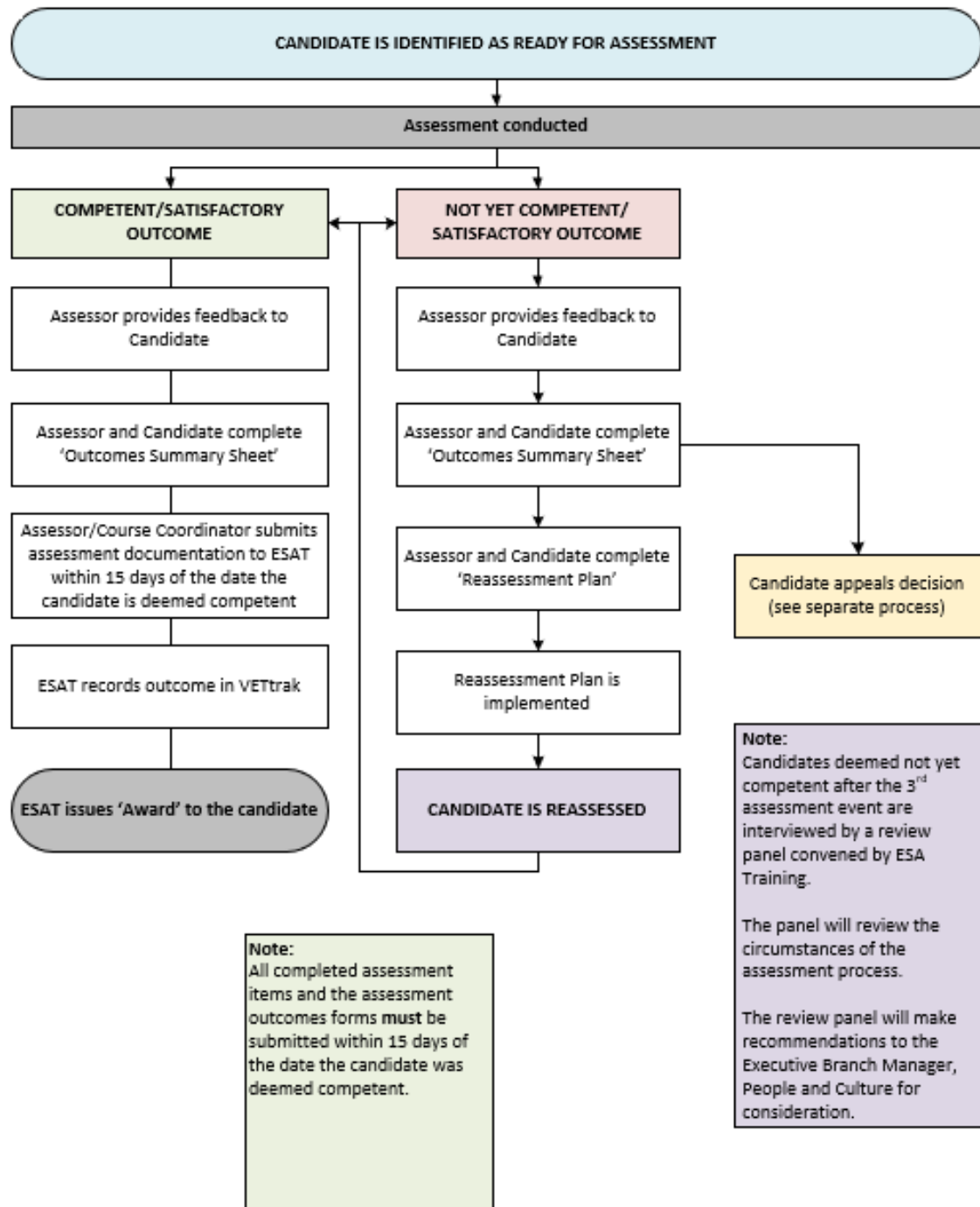
As part of the feedback process for candidates who are deemed 'Not Yet Competent' the assessor will provide guidance and assistance in developing re-training and/or re-assessment activities including clarifying expected performance outcomes.

Reassessment

All candidates assessed as 'Not Yet Competent' are entitled to retraining and reassessment. The assessor and/or service are to ensure that candidates are given adequate retraining time and resources. Feedback must be provided to candidates about the 'Not Yet Competent' assessment decision and advised of the retraining and reassessment times and dates.

The reassessment must replicate the standards and conditions of the original assessment but may be a different assessment task from that originally attempted. The reassessment may address that part where the candidate was deemed 'Not Yet Competent' or require a full reassessment as determined by the assessor.

An overview of the assessment process is provided on the next page.



Recognition (RPL) / Assessment Only

Recognition is an assessment process that assesses the competency/s of an individual regardless of where those skills were acquired. To ensure currency of competency, the process may require a challenge test.

Credit for Prior Studies / Credit Transfer

The VET Quality Framework requires RTOs to recognise qualifications that are issued under the AQF (i.e. endorsed competency standards or accredited courses) by another RTO or AQF authorised issuing organisation. For credit to be granted, the individual must supply:

- AQF certification documentation with the exact unit of competency codes being claimed; or
- Authenticated VET transcripts issued by the Registrar (USI transcript).

The ESA RTO will review and may seek external verification of the validity of documentation presented.

Credit transfer applies when the documentation provided contains the same national competency code/s as those that form part of the application for Recognition.

Whilst a candidate may have previously achieved a competency, there may be differences in organisational policies and procedures, other contexts (e.g. industry application) and variables (e.g. currency) that may require a person to further demonstrate their skills and knowledge before being granted credit and/or an operational role. Candidates may be asked to participate in local induction or to undergo a challenge test to assess competency against ACT operational policy and familiarisation with equipment. The relevant service training officer will review each application for Recognition and make recommendations to the Director, ESA Training regarding service induction/challenge test requirements.

Eligibility for Recognition (RPL)

As an enterprise RTO, the ESA RTO offers recognition services only where:

- the candidate is enrolled with the ESA RTO in the unit of competency/qualification for which RPL is requested
- the unit of competency/qualification is linked to the specific job role or progression requirements of the applicant

ESA volunteers and staff who believe they possess, and can substantiate relevant competencies, may apply for recognition. Applications will be processed on the basis that it is the applicants' responsibility to provide the evidence required to support their claim for recognition.

Application for Recognition (RPL)

The first step in having existing skills and knowledge recognised is to apply to ESA Training. The application must include details of the Training Package or unit of competency applied for (national code and name of competency).

The Director, ESA Training will review the application for recognition and, if approved, assign an assessor to provide guidance to the candidate about how to collect appropriate evidence. The Director, ESA Training will consult with the relevant service in making the assignment.

If the application for recognition is not approved, the applicant will be given written advice as to the reasons for declining the application. The applicant may appeal this decision in line with the appeals process detailed in the RTO Operating Policy and in this Student Handbook.

Collecting Evidence

Evidence required for recognition must meet all the requirements for quality evidence.

Evidence may include, but is not limited to:

- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- questioning (oral or written)
- observation of performance in work based and/or simulated environments
- challenge examinations/assessments
- consideration of third-party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- consideration of a portfolio and review of contents, and
- participation in structured assessment activities that individuals normally would be required to undertake if they were enrolled in the qualification components¹.

All evidence provided is to be in the form of an Evidence Portfolio where evidence is linked to the relevant unit(s) of competency including all assessment requirements. It is the responsibility of the applicant to gather all evidence and collate it in an appropriate format for assessment.

Recognition (RPL) Assessment Decision

Once the portfolio of evidence is received, an appropriate Authorised Trainer/Assessor reviews the evidence against the requirements of the relevant units of competency/qualification utilising course assessment tools as required. The participant's application for recognition may result in a number of outcomes:

- The participant may be deemed 'Competent' based on the original evidence portfolio
- The participant may need to provide additional evidence. This may include: attending an interview with the Assessor; providing examples of industry experience; providing supervisor statements; providing examples of work records/ documentation, work diary; and/or providing records of previous study
- The participant may be deemed 'Not Yet Competent' and offered a pathway to achieve competence through further training

¹ AQF Publication 'Recognition of Prior Learning: An Explanation' www.aqf.edu.au

APPEALS AND COMPLAINTS

Appeals

You can lodge an appeal against an assessment outcome or process at any time if you feel you have been disadvantaged or discriminated against. The appeals procedures apply to:

- assessments conducted within a course
- assessments or decision within a recognition (RPL) process

These procedures must be applied in accordance with the principles of natural justice and procedural fairness and in a manner that promotes the values and general principles of the ACT Public Service.

Lodging an Appeal

Unless it would be inappropriate, you should first discuss your concerns with the relevant assessor with a view to resolving the matter within the workplace or training environment before initiating a review under this procedure.

You may initiate a review under this procedure by making an application to the Director, ESA Training that:

- is in writing; and
- identifies the action/decision the student seeks to be reviewed, and
- describes the outcome sought

Applications for a review must be submitted by the appellant within 14 days of the assessment outcome. This time period can be extended at the discretion of the Director, ESA Training.

Director, ESA Training Responsibilities

On receipt of the application the Director, ESA Training will acknowledge the request in writing within seven days. The Director, ESA Training must arrange for an application to be reviewed by an independent person (the Reviewing Officer), within 14 days, who is:

- An individual who was not involved in the original action/decision; and
- Holds relevant trainer and assessor qualifications. The Reviewing Officer is to be appointed in consultation with the relevant service's chief officer (where applicable)

The Director, ESA Training must provide the Reviewing Officer with terms of reference that outline the scope of the review. The terms of reference will include provision for the Reviewing Officer to contact the assessment team. The terms of reference must clearly articulate the parameters of the review (i.e. the assessment process, task).

The Director, ESA Training will write to the appellant, and relevant Chief Officer where applicable, informing the appellant of: the appeals process; providing a copy of the terms of reference; and providing access to all the relevant documents.

Responsibilities of the Reviewing Officer

The Reviewing Officer must complete their review and respond to the Director, ESA Training within 30 days of appointment.

The Reviewing Officer must have due regard to the principles of natural justice and procedural fairness and act with as little formality and as quickly as practicable consistent with a fair and proper consideration of the issues. This includes ensuring that the Reviewing Officer contacts both the appellant and relevant trainers/assessors involved in the training/assessment action or decision under appeal.

The Reviewing Officer may recommend to the Director, ESA Training that an application should not be considered based on any of the following grounds:

- The Reviewing Officer believes on reasonable grounds that the application:
 - is frivolous or vexatious
 - is misconceived or lacks substance, or
 - should not be heard for some other compelling reason.

If the Reviewing Officer does recommend that an application should not be considered, the Director, ESA Training must either:

- confirm the recommendation that an application should not be considered; or
- arrange for another Reviewing Officer to consider, review and investigate the application.

The Director, ESA Training will inform the appellant in writing, within 14 days of any decision, including the reasons for a decision not to consider an application.

If the Reviewing Officer agrees that an application should be considered, then the Reviewing Officer must investigate the application. The purpose of the investigation is to:

- determine the facts and circumstances surrounding the action/decision;
- provide the Director, ESA Training with sufficient information to enable the Director, ESA Training make an informed decision on the substance of the appeal within 30 days of appointment.

On conclusion of the investigation the Reviewing Officer will present a written report to the Director, ESA Training detailing recommendation(s) on whether the action that led to the application should be confirmed, varied or that other action be taken. A copy of this report will be provided at the same time to the appellant and any other relevant parties.

The appellant and other listed parties may respond to any aspect of the report. Such a response must be in writing and be provided to the Director, ESA Training within seven days of the appellant receiving the report.

The Director, ESA Training after considering the report from the Reviewing Officer and any response by the appellant/other parties, may:

- confirm the original action;
- vary the original action; or
- take other action the Director, ESA Training believes reasonable.

The Director, ESA Training will inform the appellant in writing, within 14 days, outlining the reasons for the decision.

A reassessment may be recommended to the Director, ESA Training. If the Director, ESA Training accepts the recommendation for reassessment, the Director, ESA Training will:

- arrange a reassessment with the appellant;
- where possible will organise an independent assessor; and
- offer the appellant to nominate an independent observer.

The appellant may refuse to be reassessed. The Director, ESA Training will refer the applicant to the relevant Chief Officer.

Right for External Review

If the appellant or other parties are unhappy with the outcome, they may seek a review of a decision of the Director, ESA Training through:

- The Executive Branch Manager, People and Culture, or
- The ESA Commissioner; or
- ASQA

Certification following a successful appeal

Following a successful appeal, ESA RTO will issue the relevant Award according to this policy.

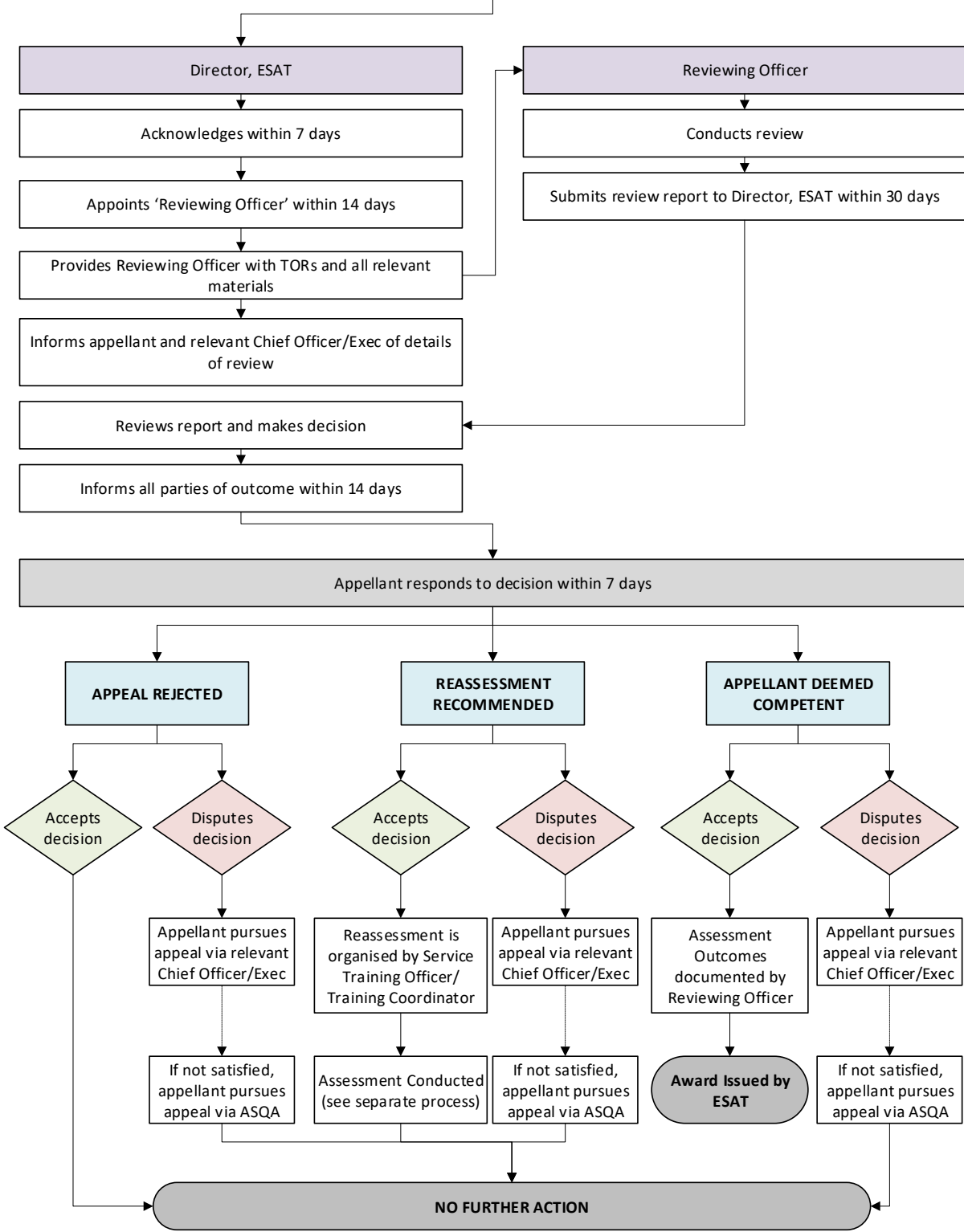
Procedures where the subject of the appeal is an act or omission of the Director ESA Training

Where the subject of the appeal is an act or omission of the Director, ESA Training the appeal should be submitted to the Executive Branch Manager, People and Culture.

The Executive Branch Manager, People and Culture will follow the established appeal process.

An overview of the appeals process is provided on the next page.

CANDIDATE APPEALS ASSESSMENT DECISION BY SUBMITTING APPEAL IN WRITING TO THE DIRECTOR, ESAT WITHIN 14 DAYS OF ASSESSMENT OUTCOME



Complaints

A complaint is a real or perceived grievance that is expressed either verbally or in writing by a complainant. Information produced during the complaints resolution process is kept in trust and divulged only to those with a need to know, with due regard to the requirements of the *Freedom of Information Act 2016 (ACT)* and the *Information Privacy Act 2014*.

Where there is a complaint in relation to training, ESA is committed to observing the following principles:

- Employees/members are informed of their rights and responsibilities in the complaint resolution process
- the process is based on a proper consideration of the facts and circumstances prevailing at the time of the complaint
- decisions are impartial, transparent and capable of review
- documentation about complaint resolution decisions describes clearly and concisely the grounds upon which decisions were made

Complaints Principles

For employees in cases involving, for example, the recruitment, selection and appointment process, the breach of standard review procedures as detailed in the *Public Sector Management Act 1994* and/or relevant enterprise agreement may apply.

ESA observes the following principles and standards in relation to a complaint:

- recognise the difference between and apply either the complaint resolution procedure or other relevant process
- wherever possible the parties directly affected will resolve disputes
- at any stage of the complaint resolution procedure, the complainant may elect to be accompanied by another representative for support
- where in any case a dispute cannot be resolved by the affected parties, it is to be processed according to the following procedures

Note: There are some slight variances across different awards and agreements for employees. For further information please contact JACS.

Complaints Procedure

Step 1: The complainant should, if he or she feels comfortable in doing so, attempt to resolve the complaint by approaching the person(s) who is/are the cause of the complaint.

Step 2: If not settled at Step 1, the matter is to be discussed between the complainant, respondent and the relevant operational supervisors or Director, ESA Training.

Step 3: If not settled at Step 2, the matter is to be discussed further involving a representative from the relevant Chief Officer and Director, ESA Training.

Step 4: If not settled at Step 3,

- for volunteers, the matter is to be referred to the Executive Branch Manager, People and Culture who will seek an investigation via a delegated complaints officer and a reply is to be provided within seven working days
- for staff, the matter is to be referred through the relevant enterprise agreement grievance procedures

If after taking up a complaint with the RTO about training, a student is dissatisfied with the outcome of the complaints process, the student may contact the national VET regulator:

Australian Skills Quality Authority (ASQA)

Infoline: 1300 701 801

Web: www.asqa.gov.au

or call the National Training Complaints Hotline on 13 38 73.

CERTIFICATION

All assessment results are recorded in VETtrak. You may request a copy of your VETtrak enrolment and results history by emailing ESA_Training@act.gov.au.

Issuing certificates

The ESA RTO issues an Award (qualification or Statement of Attainment) on presentation of completed assessment documentation where the Authorised Trainer/Assessor has deemed the candidate competent. All nationally recognised awards must be issued in accordance with the AQF Qualifications Issuance Policy².

All awards must be issued within 30 calendar days of the candidate being assessed as meeting the requirements of the training. Note: the 30 day period to issue an award does not commence when the assessment material is received by ESA Training, rather from the date all required assessment items have been verified as present and complete.

Certificate replacement

If a student loses or misplaces the original certificate, a replacement certificate may be issued upon request. All requests must be made in writing to the Director, ESA Training outlining the reason for issuing a replacement certificate. To protect privacy, a replacement certificate will only be provided to the named person.

Certification of non-accredited training

A Certificate of Attendance will be issued for non-accredited courses. Required non-accredited training will be recorded in VETtrak.

² <https://www.aqf.edu.au/aqf-policies>

STUDENT CODE OF CONDUCT

Students will demonstrate respect for self, other participants, trainers and the community. Student conduct must always be honest, reliable and lawful.

Respect, Equity and Diversity (RED)

The ACT ESA is committed to creating a positive, respectful, supportive and fair environment where differences are respected, valued and utilised to create a productive and collaborative workplace.

The Respect, Equity and Diversity Framework spells out why a workplace that is respectful, equitable and values individuals and their differences, is at the heart of a positive work culture.

All staff and volunteers are expected to demonstrate commitment to RED principles:

Respect	Valuing and considering others at work
Equity	Ensuring that everyone is treated in a fair manner, according to their individual needs and circumstances in the workplace
Diversity	Recognising the value of individual differences and integrating these into the workplace. Diversity can include gender, language, ethnicity, cultural background, age, sexual orientation, religious belief and family responsibilities

Acceptable behaviours

Respecting the dignity, rights and views of others

Students must respect the dignity, rights and views of others by:

- listening to and seeking to understand different points of view (this does not necessarily mean agreeing with the point of view)
- respecting cultural, ethnic and religious differences
- recognising that other officials are also bound by obligations in their public duties
- being courteous, sensitive, and honest in communications, and being considerate to the needs of others
- actively managing workplace conflict involving themselves or other students to create positive and constructive outcomes
- working cooperatively and collaboratively with others to achieve common goals and a harmonious learning environment and culture
- supporting the personal and professional development of themselves and others
- acknowledging and respecting the rights and responsibilities of students and trainers to report suspected misconduct

Professionalism

Professionalism is conduct that fosters and preserves our reputation as individuals, builds the reputation of ESA, and supports our duty of care. Professionalism is demonstrated in the student who:

- Follows the *ACT Public Sector Code of Conduct* and the *Codes of Ethics and Professional Conduct* and the principles outlined in the *Volunteer Charter* for their respective services.
- Adheres to the course dress standard and has all PPE/C for practical exercises
- Asks questions where they are unsure of the instructions given to them
- Maintains confidentiality of information given by other students or trainers
- Accepts responsibility for personal behaviour and attitude, and retains a keen interest in the topic being presented
- Contributes effectively to in-class discussions and practical exercises
- Behaves in a manner which is not disruptive to other students and staff, including staff working at the training facilities
- Behaves in a respectful manner to colleagues, trainers, and other students
- Acknowledges and responds to constructive criticism
- Acknowledges and responds to individual needs which respect culture
- Demonstrates an understanding of the student code of conduct, and shows willingness to work within this framework
- Students will be required to catch up on any class time or exercises missed during their absence.

Professional Appearance

Students shall, at all times, be presented in a professional manner. Dress regulations and PPE/C requirements will be advised prior to the commencement of the course.

Students will be asked to change if they attend a course in inappropriate clothing or footwear.

Attendance

If students need to be absent from allocated placement due to illness or other commitments students are required to inform the trainer and course coordinator as soon as possible. Depending on the course, students may be required to join the next group to make up any missed course material before assessment can take place.

Conflict of Interest

A conflict of interest can exist where the student is placed in a position in which their private interests can improperly influence the performance of their duties and responsibilities.

In any circumstance where the student feels they may have a conflict of interest they are to disclose this to their trainer and course coordinator immediately. The trainer and/or course coordinator will ensure that appropriate arrangements are made which will safeguard the interests of everyone involved.

Unacceptable behaviours

Academic dishonesty

Including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.

Other forms of dishonesty

Including but not limited to fabricating information, bribery, furnishing false information, or reporting a false emergency to ESA.

Theft

Theft of, conversion of, destruction of, or damage to any property of ESA, or any property of others while on ESA premises, or possession of any property when the student had knowledge, or reasonably should have had knowledge, that it was stolen.

Misuse of Electronic Resources

Theft or abuse of ESA computers and other ESA electronic resources such as computer and electronic communications facilities, systems, and services. Abuses include (but are not limited to) unauthorized entry, use, transfer, or tampering with the communications of others; interference with the work of others and with the operation of computer and electronic communications facilities, systems, and services; or copyright infringement (for example, the illegal file-sharing of copyrighted materials).

Harassment

Harassment is defined as conduct that is so severe and/or pervasive, and objectively offensive, and that so substantially impairs a person's access to ESA courses or activities, that the person is effectively denied equal access to the ESA's resources and opportunities on the basis of his or her race, colour, national or ethnic origin, alienage, sex, religion, age, sexual orientation, gender identity, marital status, veteran status, physical or mental disability, or perceived membership in any of these classifications.

Disorderly Conduct

Disturbances in the classroom can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community. Below are some examples of events that may violate the Code of Student Conduct:

- Interference with the course of instruction to the detriment of other students
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech
- Failure to comply with the instructions or directives of the trainer and/or instructor

Failure to Comply

Failure to identify oneself to, or comply with the directions of, an ESA official, trainer or other public official acting in the performance of their duties while on ESA property or at ESA functions; or resisting or obstructing such ESA or other public officials in the performance of, or the attempt to, perform their duties.

Misappropriation of Course Materials

Selling, preparing, or distributing lecture notes or video or audio recordings of any course is not allowed unless authorised by ESA in advance, and explicitly permitted by the Executive Branch Manager, People & Culture, in writing. The unauthorised sale or distribution of course notes or recordings by a student is a violation of this code whether or not it was the student or someone else who prepared the notes or recordings.

Students must not copy handouts, readers or other course materials unless explicitly authorised by the Executive Branch Manager, People & Culture in advance, and explicitly permitted by the copyright holder in writing if the ESA is not the copyright holder.

Safety during training

Students must comply with all health and safety instructions, policies, courses and procedures as outlined during their orientation and training. This includes taking action to avoid, eliminate or minimise hazards and notifying either the trainer or Safety Officer of hazards, dangerous occurrences or near misses.

Accident, Injury or Incident to Student

Any accident, incident, near miss or injury to the student during training should be immediately reported to the trainer who will assist the student in completing an Accident/Incident Report.

Training Facilities and Equipment

Training in the ESA can occur at a variety of locations and venues. Any training facilities and equipment should be treated with care and respect. All usage should be in accordance with that equipment or venues operating policy.

Training at the Hume Training Centre should be in accordance with ESA P008 Training Centre Governance.

Any faults or issues should be reported to the appropriate service area.

Acceptable Use of ICT

Anyone using ICT resources must comply with the *ACT Government Acceptable Use Policy*.

This policy applies to all ICT resources, devices and services including:

- desktop computers and devices
- mobile devices such as laptops, tablets and smartphones provided by ACT Government
- personally-owned devices connected to ACT Government resources and
- network, server, storage and cloud resources.