Pre-enrolment information

BIA provides the following information prior to enrolment.

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1.0 NATIONAL RECOGNITION AND CREDIT TRANSFER ARRANGEMENTS AND RPL ARRANGEMENTS

1.1 Selection and enrolment

BIA accepts applications from all students who meet the entry requirements published in the course information. Applications are accepted on a first come, first served basis but if a course is full, you will be offered a place in a course starting at a later date.

To apply to enrol in a course, you must complete an Enrolment Form/Application Form etc., which is available on the college website. Alternatively, you are welcome to request for hard copy to be sent to your postal address. If you are applying for a course that has entry requirements you will also need to provide the necessary documentary evidence (as indicated in the enrolment form) such as verified copies of qualifications, identification or work experience. You will also need to provide documentary evidence if you are applying for advanced standing in a course. See the section in this Student Handbook on Recognition and Credit Transfer, as well as Recognition of Prior Learning.

Once you have completed your enrolment form and gathered all the necessary documentary evidence, send it to Administration Officer, Level 5 / 12 O’Connell St, Sydney, NSW 2000 or email to contact@brighten.edu.au, along with a non-refundable application fee of $150. You will be contacted within 5 working days with the outcome of your application and to confirm your details.

On approval of your application, you will be sent an agreement that outlines the terms and conditions of your enrolment and all the details of the course that you have enrolled in, as well as a tax invoice with the amounts and timing for payments. You will need to sign and return the agreement to confirm your enrolment.

1.2 Recognition and Credit Transfers

1.2.1 Recognition of qualifications and statements of attainment issued by another RTO

Under recognition arrangements, any existing qualifications or statements of attainment that you have been awarded from another RTO that directly match the units in the course you are enrolling in will result in credit towards your course, saving you both time and money. All you need to do is to indicate on your enrolment form that you wish to apply for course credit and provide a certified copy of your qualification including a record of results and/or your statement of attainment. There is no charge for this service.

1.2.2 Credit transfer

You can also receive course credit for credit transfer. This will be awarded for qualifications or statements of attainment that include unit/s that are not a direct match but align with the content from the units within the course to which you are applying. For example, some qualifications or statements of attainment may contain units that are from an older version of a Training Package but contain content that is considered to be equivalent. Students should indicate on the enrolment form whether they are seeking course credit and also provide certified copies of qualifications, including a record of results or a statement of attainment. There is also no charge for credit transfer.
1.3 Recognition of Prior Learning

Recognition of Prior Learning (RPL) means that you can get course credit for the skills and knowledge that you have gained through your work and life experience, as well as training that you have completed that is outside formal training arrangements.

BIA has a process that has been structured to minimise the time and cost to applicants which provides a supportive approach to students wishing to take up this option. You should ideally apply for RPL at the time of enrolment but you may also apply up to 2 weeks into your course.

If you are considering applying for RPL, you will be provided with a kit that will assist you in deciding whether you want to apply for RPL and that helps you to collect all of the evidence you will need to provide in order for us to assess your application. A trainer/assessor will also be available to assist you. Fees are applicable for recognition of prior learning and you will be advised of these fees upon contacting us about an application for RPL.

For more information about submitting an application for RPL, contact us contact@brighten.edu.au

1.4 Course induction

On the first day of your course, you will be provided with an induction to your course, either via online video or on campus. The induction will provide you with specific details about your course study requirements and important dates. Additionally, it will be an opportunity to meet your trainer and the other students in your course.

The induction will also provide you with important information about health and safety requirements including emergency evacuation procedures and incident reporting (see section in student handbook on health and safety), as well as a range of other important matters relating to your rights and responsibilities as a student.

The induction also provides an opportunity for you to ask questions concerning your enrolment and future study.

At your induction, you will receive your first set of text books too so that you can immediately start on your learning journey.
2.0 COMPLAINTS AND APPEALS PROCESSES AND CONTINUOUS IMPROVEMENT

2.1 Complaints

A. Receive and acknowledge complaint
   - As per policy, complaints are to be made in writing by the complainant with attention to the MD.
   - The MD should review all complaints upon receipt.
   - Acknowledge receipt of complaint in writing by sending a letter to complainant within 3 working days of receipt. Use Complaint/Appeal Acknowledgement Letter.
   - Record details of the complaint on the Complaints and Appeals Register.

B. Investigate the complaint
   - Upon receiving the complaint, the matter is to be investigated to ensure all relevant information is available and it is accurate and complete.
   - Further details from the complainant, respondent or other involved parties may be requested during this stage. This may be in writing, over the phone, or face-to-face.
   - If the matter is in relation to a third party delivering Services on behalf of the RTO, the third party should be involved in the resolution of the complaint.
   - The MD will review the information and decide on an appropriate response. Where deemed necessary by the MD, the matter may be reviewed by other members of the management team in order to arrive at an appropriate resolution.

   Note: The complaint must be completely resolved within 60 calendar days of receipt of the original complaint. If the matter is particularly complex and it is going to take longer to resolve, the complainant is to be advised in writing along with reasons for the extra time. They must be provided with updates on progress on a weekly basis thereafter until the matter is resolved.

C. Advise of the outcome and update records
   - Provide a written response to the complainant outlining:
     - The RTO’s understanding of the complaint
     - The steps taken to investigate and resolve the complaint
     - Decisions made about resolution, with reasons for the decisions made
     - Areas that have been identified as possible causes of the complaint and improvements to be recommended
     - Their right to access the appeals process if they are not satisfied with the outcome of the complaints process.

   - Update the Complaints and Appeals Register so it includes the outcome of the complaint.
   - Update the Continuous Improvement Register if applicable for any improvements to be made as an outcome.
   - Keep a copy of the complaint and supporting documents in the Complaints file and in the student or staff file (where relevant).
   - Discuss the complaint and its outcome at the next management meeting.

2.2 Appeals

A. Receive and acknowledge appeal
   - As per policy, appeals are to be made in writing by the appellant with attention to the MD.
   - The MD should review all appeals upon receipt.
• Acknowledge receipt of appeal in writing by sending a letter to appellant within 3 working days of receipt. Use Complaint/Appeal Acknowledgement Letter.
• Record details of appeal on the Complaints and Appeals Register.

B. Respond to assessment appeals
• In the case of appeals against assessment decisions, the original assessment decision will be reviewed by having an assessor independent of the original decision mark the assessment task again.
• The assessment decision made during the appeals process will be considered the actual assessment outcome for the task.
• Advise the student of the outcome of the appeal as per point D below.

C. Respond to appeals against non-academic decisions
• Upon receiving the appeal, the matter is to be investigated to identify the original decision made and the reasons for the decision.
• Further details from the appellant, respondent, the person who made the original decision, or other involved parties may be requested during this stage. This request may be in writing, over the phone, or conducted face-to-face.
• If the matter is in relation to a third party delivering Services on behalf of the RTO, the third party should be involved in the resolution of the appeal.
• The appellant may request an independent party (mediator) to be involved in the process. Where this is requested by the appellant, they will bear the costs associated. Additionally, BIA may decide to call upon an independent mediator to assist and resolve the issue where a decision cannot be reached internally. This will be at BIA's cost.
• BIA's Management team will review all relevant information and decide on an appropriate response.

Note: The appeal must be resolved within 60 calendar days of receipt of the original appeal. If the matter is particularly complex and it is going to take longer to resolve, the appellant must be advised in writing along with reasons for the extra time. They must be provided with progress updates on a weekly basis thereafter until the matter is resolved.

D. Advise appellant of the outcome and update records
• Provide a written response to the appellant outlining:
  ▪ The RTO's understanding of the reasons for the appeal
  ▪ The steps taken to investigate and resolve the appeal
  ▪ Decisions made about resolution and reasons for the decisions
  ▪ Areas that have been identified as possible causes of the appeal and improvements to be recommended
• Update the Complaints and Appeals Register so it includes the outcome of the appeal.
• Update the Continuous Improvement Register, if applicable, for any improvements to be made as an outcome.
• Keep a copy of the appeal and supporting documents in the Complaints file and in the student or staff file (where relevant).
• Discuss the appeal and its outcome at the next management meeting.

2.3. Independent Reviews by External Party
A. External complaint or appeal
• If dissatisfied with the internal processes, the complainant/appellant may initiate an external complaint or appeal.
• Additionally, a complainant or appellant who has been through the internal processes may request BIA to appoint an independent party to review the matter.
3.0 Student Rights and Responsibilities

Students and workplace mentors have rights and responsibilities governed by State and Federal legislation.

3.1 Student Rights:
All Students have the right to:

- Be treated fairly and with respect by all BIA employees and other Students;
- Not be harassed, victimised or discriminated against on any basis;
- Learn in a supportive environment which is free from harassment, discrimination and victimization;
- Learn in a healthy and safe environment where the risks to personal health and safety are managed and minimized;
- Receive adequate withdrawal from routine work duties to undertake structured training activities;
- Have their personal details and records kept private and secure according to BIA’s privacy policy;
- Access any information BIA holds about them, including their records, free of charge (provided that their relevant tuition fees for the records they wish to access have been paid);
- Have their complaints dealt with fairly, promptly, confidentially and without retribution;
- Make appeals about procedural and assessment decisions; all BIA internal complaints and appeals processing is free of charge;
- Receive training, assessment and support services that meet their individual needs;
- Be given clear and accurate information about their course, training and assessment arrangements and their progress;
- Access the support they may need to effectively participate in their training program;
- Provide feedback to BIA on the client services, training, assessment and support services they have received.

3.2 Student Responsibilities: All students, throughout their training and involvement with BIA, are expected to:

- Treat all others with fairness and respect and to not do anything that could offend, embarrass or threaten others;
- Not harass, victimise, discriminate against or disrupt others;
- Treat all others and their property with respect;
- Respect the opinions and backgrounds of others;
- Follow all policies and procedures as directed by BIA employees;
- Report any perceived safety risks as they become known;
• Not possess any articles or items that may threaten the safety of their selves or others during training delivery;
• Notify BIA if any of their personal information or contact details change;
• Provide relevant and accurate information to BIA in a timely manner;
• Apply themselves to their course with due personal commitment and integrity;
• Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or cheating;
• Hand in all assessment tasks, assignments and other evidence of their work on time;
• Participate in regular contact with their Trainer and Assessor where directed;
• Progress steadily through their course in line with their training plan;
• Prepare appropriately for all assessment tasks, visits and training/coaching sessions;
• Notify BIA if any difficulties arise as part of their involvement in the program;
• Notify BIA if they are unable to attend a workplace visit or training/coaching session for any reason at least twenty-four (24) hours prior to commencement of the activity;
• Refrain from smoking at training venues and on the premises of BIA;
• Make agreed payments for their training within agreed timeframes.

4.0 SUPPORT SERVICES PROVIDED TO STUDENTS AND STUDENT WELFARE SERVICES

We are committed to ensuring that you get all the support you need to be successful in your studies. To this end, we provide support for students that have not studied for a while and/or need help with study skills. We also provide assistance with skills such as reading, writing and basic numeracy.

The enrolment forms you complete will help us to identify any support you need. Depending on the course you are enrolling in, you may also be required to complete a test that assesses your language, literacy and numeracy skills. Based on the information you provide in your enrolment and/or the results of your language, literacy and numeracy test, we will contact you to discuss your support needs.

Your support needs can also be discussed during the induction to your course.

Services that we can offer to you include:
• One to one support from our trainers/assessors.
• Classes to assist with study skills.
• Study groups where you can work with your fellow students.
• Referral to relevant external services.
• Specialist support services for students with a disability.
• Personal counselling.

Contact us at +61 2 9223 1868 to discuss your support needs.

4.1 External Support Services
Reading and Writing Hotline
Telephone: 1300 655 506  Website: http://www.literacyline.edu.au/index.html
For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink
Telephone: 13 10 21  Website: www.centrelink.gov.au
Centrelink provides financial support to eligible individuals. If you are completing a full time course you may be eligible for benefits through Centrelink.

Lifeline
Telephone: 13 11 14
Lifeline is an over the phone support system for those experiencing life difficulties. Anyone can call Lifeline. They offer counselling services that respect everyone’s right to be heard, understood and supported. They will also connect individuals to relevant support systems nation-wide.

Kids Help Line
Telephone: 1800 55 1800  Website: www.kidshelpline.com.au
Kids Help Line is a free service that provides counselling to those under 18 years of age. If you’re under 18 years of age you may consider contacting this service to receive access to telephone, web and email counselling.

Fair Work Australia
Fair Work Australia is the national workplace relations tribunal. As an independent body, it oversees and monitors fair workplace treatment. This includes investigating and resolving issues related to minimum wage, unfair termination practices and other workplace issues.

Reach Out
Website: www.reachout.com.au
Reach Out is an inspirational online service that provides counselling to young people and promotes their mental health.

Other contacts external contacts include:

Katie Roberts Career Consulting (www.katieroberts.com.au)
8/65 York Lane, Sydney NSW
Phone: 1300 644 890

Max Coaching (www.maxcoaching.com.au)
603/74 Pitt St, Sydney NSW
Phone: (02) 9232 4462

Dr John Taccori (www.careersdoctor.net)
2/234 Pitt St, Sydney NSW
Phone: 0400 938 574

Suzie Plush Consulting (www.suzieplush.com.au)
3/154 Flora St, Sydney NSW
Phone: (02) 8517 2228
Sydney Counselling Centre (www.sydneycounselling.com.au)
Level 1/ 20 Wentworth St, Parramatta, NSW, 2150
Phone: (02) 9891 1388

There is also free support available from welfare organisations such as Beyond Blue, Multicultural Mental Health Australia (MMHA) and Parramatta Life Line. Students are encouraged to access these free services listed below for any additional assistance.

- Beyond Blue - 1300 22 4636 http://www.beyondblue.org.au
- Multicultural Mental Health Australia (MMHA) - (02) 9840 3333 http://www.mmha.org.au/

5.0 Fees, charges and refund policies, including information on how fees paid in advance are protected

5.1 Student fees
A. Deposit invoices
- All students should pay their deposit/enrolment fee upon enrolment, preferably prior to course commencement. Staff should raise an invoice for the amount in line with the payment schedule for the relevant course.
- Students have 14 days to pay an invoice.
- Keep a copy of the invoice on the student’s file.

B. Fee instalment invoices
- Staff are to charge fee instalments in line with the relevant payment schedule for the course.
- Students have 14 days to pay an invoice.
- A copy of the invoice is to be kept on the student’s file.

C. Receiving payments
- Payments may be made by EFTPOS, cash, direct bank transfer, credit card or direct debit.
- Staff should Record payments against the relevant invoice on (insert name of financial system.)
- Students are to be provided with a receipt.

D. Managing overdue fees
- Staff are to send out statements monthly to students to show outstanding fees, and
- Call students where payments are more than 14 days overdue.
- Any student with an invoice over 40 days past due should be referred to the debt collection agency.
- If payments cannot be made, refer to the Academic Manager about suspending training until fees are brought up to date. If training is suspended, a letter is to be sent to the student advising of suspension until payment is made. The Trainer/Assessor must also be advised.
- Where fees continue to be unpaid, refer to Academic Manager to consider withdrawal.
5.2 Refunds

E. Processing refunds

• If a course is cancelled by BIA, students who have enrolled and paid their deposit/enrolment fee should be automatically issued a refund. Staff will notify them in writing and issue refund. Record on file.

• Students who withdraw from their course and seek a refund are to make a request for a refund in writing.

• To make an assessment of a refund due, staff should consider the services the student has received. Consider the following:
  ▪ Deposit/enrolment fee is non-refundable – this covers administration time for enrolment and induction process.
  ▪ Text books provided
  ▪ Training received – number of classes attended, visits received, online training
  ▪ Individual support provided by the trainer/assessor
  ▪ Assessments marked

• Staff will consider the costs incurred by BIA as per above, plus the fees paid by the student to calculate a suitable refund. Refund assessments are to be approved by CEO.

• Staff will notify the student in writing of the outcome of the refund assessment and make payment of refund where applicable.

• A copy of the refund assessment will be kept the student's file.

6.0 ACCESS & EQUITY ARRANGEMENTS

BIA is committed to providing equal access and opportunity in providing services to its members and the general public by integrating the principles of access and equity in its policies and procedures.

BIA embraces the concept and beliefs of equity and strives to maximize opportunities, access, choice and flexibility for all people and communities involved with the Institute and its subsidiary entities. This policy states how BIA will provide inclusive education services and a learning environment that is free from discrimination, harassment and victimisation.

The purpose of this policy is to define and explain the nature of access and equity and to ensure fair access and equity within the workplace at BIA. All employees must ensure that their colleague employees, consultants, students, delegates and visitors are treated equitably and are not subject to discrimination, victimisation, sexual harassment or vilification. All complaints of discrimination or harassment must be reported immediately to the operation manager of the Institute.

Discrimination against or harassment of BIA employees, consultants, delegates and visitors will not be tolerated under any circumstances, nor will victimisation of any person as a result of a complaint of harassment or discrimination being made.

Any employee, consultant, delegate, or visitor found to be discriminating against, harassing or victimising any other person will be subject to serious disciplinary action which may include dismissal or refusal of further services offered by BIA.
Definitions

- Academic Manager: All employees whether full-time, part-time, casual or contract staff
- Consultants Facilitators: assessors and consultants engaged in work on behalf of BIA
- Delegates: Persons engaged in any of BIA’s training programs or receiving any of BIA’s services.
- Visitors: Any person who visits BIA premises

Responsibility

Academic Manager is the responsible officers in relation to Equal Employment Opportunity, Discrimination, Sexual Harassment or Vilification. The role of the Academic Manager is to provide guidance, monitor compliance and counsel employees as appropriate. Academic Manager are responsible for compliance in their own department and can seek advice and assistance from the MD.

Academic Manager have the overall responsibility of implementing BIA’s Access and Equity Policy in their respective business units. BIA management, employees, contractors, delegates and visitors to BIA premises have a responsibility to follow this policy.

Equal Opportunity Policy

BIA will comply with federal, state and local government bodies, laws and codes of conduct relating to employment service provisions and enrolment in training courses. BIA will furnish such reports, records and other matters as requested in order to foster the program of equal opportunity for all persons regardless of race, creed, culture, religion, colour, sex, age, or disability.

It is the intent and desire of BIA that equal employment opportunity will be provided in employment, promotions, wages, benefits, and all other terms and conditions of employment, including decisions on redundancies, retrenchment and termination as well as the offer to provide services on behalf of BIA, enrolment in BIA’s training programs or access to any of BIA’s products and services.

BIA is an equal opportunity employer and will recruit, interview, hire, classify, select for training, promotion, demotion, discipline, rates of pay or other compensation, transfer, termination, enrol in training courses and events, and offer membership in a fair and equitable manner.

It is the responsibility of management at BIA, to practice fair employment and enrolment at all times. Any violations of the Access and Equity Policy must be reported immediately to Operations Manager.

Academic Manager, facilitators and consultants will be responsible for maintaining and environment, work or otherwise, that is free of racial or sexual overtones.

Equal Opportunity Legislation

Equal Opportunity legislation focuses on two main areas:
- Anti-discrimination legislation, which prohibits the denial of employment and training and its benefits, based on certain grounds. Sexual harassment is considered a form of discrimination.
- Affirmative Action legislation which attempts to take action to eliminate discrimination by the relevant employer against women in relation to employment matters and take measures to promote equal opportunity for women in relation to employment matters.
(a) Discrimination

Discrimination is any practice that makes distinction between individuals or groups so as to arbitrarily advantage one and disadvantage the other. Discrimination occurs when somebody is treated less favourably on the grounds of the following attributes:

- sex
- imputed characteristics (stereotypes)
- parental status
- lawful sexual activities
- marital status
- race
- age
- impairment (physical or intellectual)
- disability
- religion
- political belief or activity
- trade union activity
- pregnancy or lactation

Discrimination may involve:

- offensive jokes or comments about a person’s racial or ethnic background, sex, sexual preference, age, disability or physical appearance
- display of pictures, cartoons or posters that may be offensive or derogatory
- expressing negative stereotypes for a particular group
- judging someone on their religious beliefs rather than their work performance
- using stereotypes or assumptions to guide decision making about someone’s career
- undermining a person’s authority or work performance because you dislike one of their personal characteristics

(b) Sexual Harassment, Victimisation and Bullying

Sexual harassment is defined as any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated. Sexual harassment as defined under the Commonwealth Sex Discrimination Act 1984 occurs when:

- a person makes an unwelcome or uninvited sexual advance, or an unwelcome or uninvited request for sexual favours, to the person harassed, or
- engages in other unwelcome or uninvited conduct of a sexual nature in relation to the person harassed; and
- the person harassed is offended, humiliated or intimidated.

Examples of sexual harassment include:

- unwelcome or uninvited physical touching
- sexual or suggestive comments, jokes or innuendoes
- unwelcome or uninvited request for sex
- intrusive questions about a person’s private life
- the display of sexually explicit material (e.g. posters, pictures)
- unwanted invitations
- staring or leering
- sex based insults or taunts
- offensive communications, including telephone calls, letters, faxes and email
Sexual harassment may be a single incident or repetitive behaviour. For example, an unwanted invitation or compliment may not constitute harassment if it is not repeated. However, some actions or remarks are so offensive that they constitute sexual harassment in themselves such as unwelcome or uninvited physical contact.

(c) Students with Disabilities
BIA is committed to promoting equal opportunity for all students and to providing a caring and supportive educational environment that acknowledges diversity. In doing so, particularly at the point of student assessment, BIA has strategies in place to accommodate students with various forms of physical and sensory disabilities. Students with such disabilities should discuss personal concerns with training manager. Academic manager will ensure the provision of:

- equitable access
- information in appropriate alternative formats
- flexible delivery modes
- reasonable adjustments including within the processes of student application, selection criteria, enrolment, attendance, participation and assessment
- quality teaching
- inclusive curricula which may be customized and which serves the educative needs of all learners, covering the whole of the curriculum process including design, monitoring and evaluation.
- Wheelchair access when required.

Response to potential breaches of policy
BIA employees, consultants, delegates and visitors may not ignore sexual harassment or discrimination. Silence or failure to respond promptly is not acceptable.
Confidentiality is essential for appropriate and impartial resolution of a complaint and to minimise adverse effects on the victim. Accordingly, employees, facilitators and consultants should respect the confidentiality of the parties involved and not publicly make or repeat allegations, or defame the alleged offender.

If an employee, consultant, delegate or visitor believes that he or she is being subjected to sexual harassment, the individual must personally and immediately notify a member of the operation management.

An investigation will be undertaken and appropriate sanctions and corrective measures will be instituted if the allegations warrant such action. Persons who commit acts of intimidation and harassment will be required to immediately discontinue such conduct and will be disciplined according to the severity of the case. Appropriate discipline may include actions up to and including termination of employment or refusal of further services offered by BIA.

Reference Documents:

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986 (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Work Place Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).
- Australian Capital Territory Discrimination Act 1991 (ACT);
- New South Wales Anti-Discrimination Act 1977 (NSW);
- Northern Territory Anti-Discrimination Act 1996 (NT);
- Queensland Anti-Discrimination Act 1991 (QLD);
- South Australia Equal Opportunity Act 1984 (SA);
7.0 LEGISLATION AND REGULATORY REQUIREMENTS THAT AFFECT THE DUTIES OF STUDENTS, THE ORGANISATION AND STAFF

7.1. Compliance with legislation & VET regulations
Refer Standard 8 – Clause 8.5 and 8.6
A. Identify legislation and VET regulations
• BIA maintains a Legislation & Regulations Register that outlines legislation and regulations applicable to its operations and scope of registration.
• This register is developed, maintained and updated by using online resources such as the ComLaw website at www.comlaw.gov.au and the legislation website relevant to each state and territory. The websites are as follows:
  ▪ VIC: www.legislation.vic.gov.au
  ▪ SA: www.legislation.sa.gov.au
  ▪ QLD: www.legislation.qld.gov.au
  ▪ NSW: www.legislation.wa.gov.au
  ▪ NT: www.legislation.nt.gov.au
  ▪ WA: www.legislation.wa.gov.au
  ▪ ACT: www.legislation.act.gov.au
  ▪ TAS: www.legislation.tas.gov.au
• The Register is to be reviewed annually to identify any changes and updated accordingly.
• Regulation changes may be notified by ASQA and these should also be recorded on the Register.
B. Comply with legislation and VET regulations
• BIA will monitor legislation by ensuring that at least annually it conducts a review of applicable legislation and regulations, identifies any changes in legislation and addresses how changes impact the business.
• The review will be recorded on the Legislation & Regulations Register.
• Any required changes are to be made in the Student Handbook, other student documents as relevant, and relevant staff documents such as the induction plan.
C. Inform staff and students of legislative requirements and changes
• All staff are informed of the legislative requirements that impact on their role with BIA during their induction.
• Where there are changes in legislative requirements, staff will be notified through staff updates, memos and at staff meetings.
• All students are informed of the legislative requirements that impact their participation in education and training with BIA during their course induction and in the Student Handbook.
• Where there are changes in legislative requirements, students will be notified through student newsletters or by written notice.
7.2 Student record retention and transfer of records
Refer to Standard 8 – Clause 8.1f

D. Retention of student assessment items
   • In line with ASQA’s requirements, completed assessment items relating to each unit or
     module will be securely retained in the students file for at least 6 months from the date of
     decision of competence. Refer also to BIA’s Training and Assessment Policy & Procedures.

E. If withdrawing registration as an RTO
   • Apply to withdraw registration with ASQA.
   • Once application to withdraw registration has been approved by ASQA:
     ▪ Return certificate of registration to ASQA within 10 days of the day of withdrawal
     ▪ Provide copies of student records to ASQA within 30 days of the day of withdrawal
       (refer below).
     ▪ Pay any outstanding ASQA fees within 30 days of invoice.

F. Transferring student records to ASQA upon cessation
   • BIA will meet the following obligations if the RTO’s registration:
     ▪ is voluntarily withdrawn
     ▪ has lapsed
     ▪ is not renewed
     ▪ is cancelled by ASQA
   • Within 30 days of the RTO’s end of registration date, provide to ASQA an electronic copy of
     the records for each student who was enrolled in a course during the period of
     registration.
   • As per the information at http://asqa.gov.au/vet-registration/withdraw-registration/provide-student-records-to-asqa.html student records must include the
     following for each student:
     ▪ Family name, first name
     ▪ Residential post code
     ▪ Date of birth
     ▪ Student ID number (if applicable)
     ▪ Enrolment and commencement dates
     ▪ Code and title of qualification, course or program student enrolled in
     ▪ Codes and titles of units of competency completed and results (if applicable)
     ▪ Date the certificate or Statement of Attainment was issued (if applicable)
   • Send this information to studentenquiries@asqa.gov.au.

G. Transferring records to another provider
   • BIA does not need to provide records to ASQA as per point above if it is closing down but is
     providing records to another provider that the student is transferring to. Records can be
     transferred to the new provider with consent from the student.

7.3 Retention of records relating to the issuance of AQF qualifications and statements of attainment
Refer to Standard 3 – Clause 3.4, Schedule 5 and Standard 8 – Clause 8.1f).

H. Records of statements of attainment and AQF qualifications
   • In line with ASQA’s requirements, a register is kept on the student management system of
     all AQF qualifications and statements of attainment it is authorised to issue and those
     issued.
   • In line with requirements, records of qualifications and statements of attainment issued
     will be retained in AVETMISS data for 30 years, such that a qualification or statement can
     be re-issued at any time during this 30-year period (while BIA is still an RTO).
• AVETMISS data for each year will be backed up in the following way so it can be retrieved as required: We will use our internal server and external cloud space to ensure data access at any time.
• In line with requirements, records of qualifications issued will be reported to ASQA on a regular basis as required.
• Learners can access their records following our Privacy Policy and Procedures.

8.0 Continuous Improvement Processes

Improvements
Refer Standard 1 – Clause 1.9, Standard 2 – Clause 2.2 and Standard 6 – Clause 6.5.

A. Continuous Improvement Register
• The Continuous Improvement Register is a master list of all the improvement suggestions identified and acted upon by the RTO.
• Improvements identified through feedback and surveys, quality indicator data, management meetings, informal suggestions, assessment validation and complaints and appeals will be recorded on the register.
• The register should be updated regularly with any improvement suggestions made through formal and informal streams – such as Suggestion for Improvement Forms, surveys etc.
• At each management meeting the register will be reviewed.
• A plan will be put in place for implementing improvements during the meeting.
• Management meetings will also be used as an opportunity to identify improvements made that may not have been recorded on the register.
• The plan should be recorded on the register and items marked as complete once the improvement has been made.

B. Complaints and appeals
• In line with the Complaints and Appeals Policy and Procedure, complaints and appeals incidents should be used as an opportunity to identify areas for improvement.
• Each complaint and/or appeal will be discussed at management meetings to identify root causes and identify areas in which the BIA can improve and learn from the incident to prevent recurrence.

C. Assessment validation
• The outcomes of validation sessions will be used as an opportunity to make improvements to training and assessment systems and practices. Actions identified during assessment validation should be documented on the Continuous Improvement Register and discussed at the next management meeting. Refer to the Assessment Validation Policy and Procedure.