

Australian Institute of Body Arts Student Handbook

Contents

Welcome

CODE OF PRACTICE

MISSION STATEMENT

ACCESS AND EQUITY

APPEALS AND COMPLAINTS PROCEDURES

CLIENT SUPPORT

COPYRIGHT

COURSE EXTENSION POLICY

COURSE INFORMATION

STUDENT SUPPORT

WORKPLACE ARRANGEMENTS

LEARNER PRACTICAL ASSESSMENT REQUIREMENTS

DISCRIMINATION

ENROLMENT PROCESS

EXTERNAL REVIEW

FEES & CHARGES

LEARNING AND ASSESSMENT PROCEDURES

LANGUAGE, LITERACY AND NUMERACY

SPECIAL NEEDS SUPPORT

LEGISLATIVE REQUIREMENTS

RECOGNITION OF PRIOR LEARNING (RPL)

CREDIT TRANSFER

REFUND POLICY

CANCELLATION OF COURSE OR PROGRAM BY AUSTRALIAN INSTITUTE OF
BODY ARTS PTY LTD

WITHDRAWAL PRIOR TO COURSE OR MODULE COMMENCEMENT

WITHDRAWAL AFTER COURSE COMMENCEMENT

WITHDRAWAL DUE TO ILLNESS OR HARDSHIP

SANCTIONS

STAFF RESPONSIBILITIES FOR ACCESS AND EQUITY ISSUES

LEARNER STANDARDS

TERMINATION OF ENROLMENT

TRAINING AND ASSESSMENT STANDARDS

WELFARE AND GUIDANCE SERVICES

STUDY ASSISTANCE

COMPLAINTS

APPEALS

RE-ASSESSMENT APPEAL

APPEAL AGAINST RECOGNITION OF PRIOR LEARNING (RPL)

ACADEMIC APPEALS

INTELLECTUAL PROPERTY

ISSUING OF CERTIFICATES

PRIVACY AND CONFIDENTIALITY

PATHWAYS

LAWS and LEGISLATION

TRAINING AND EDUCATION LEGISLATION

LEARNER HANDBOOK VERIFICATION

It is a requirement that the learner access and read this learner handbook before they commence their enrolment with ***Australian Institute of Body Arts Pty Ltd.***

Signing the enrolment form, confirms that the learner has accessed, read and understood the Learner Handbook and indicates they have read, understood and agreed to the information provided within, and the ***Australian Institute of Body Arts Pty Ltd's*** Code of Practice and associated policies which it encompasses, including but not limited to:

- Enrolment processes
- Learning and assessment processes
- Policies and Procedures
- Access and equity
- Appeals and complaint processes
- Refund policy
- External Review
- Recognition of Prior Learning
- National Recognition
- Learner Standards

Please contact ***Australian Institute of Body Arts Pty Ltd*** if there are any questions relating to this information

Contact Details:

WEB ADDRESS: www.australianinstituteofbodyarts.com.au

PHONE: 0408 060 086

MAIL: 11 Clare St Athol Park, South Australia, 5012

Welcome

Welcome to ***Australian Institute of Body Arts Pty Ltd.***

The ***Australian Institute of Body Arts*** team is proud to welcome all learners on board. We trust that each learner will find the time we share challenging, rewarding and enjoyable. Our aim is to equip the learner with the knowledge, skills and confidence they need to further their studies within the beauty industry.

During the learner's time with us, they will be exposed to a variety of experiences and challenges. The courses will provide a mix of theory and practical skill training. We will also offer each learner an opportunity to build their confidence and motivation with a view to prepare to further their career, or forge a new career in the beauty industry.

Upon enrolling, the learner has rights and responsibilities, which are outlined in this handbook. The learner is welcome to ask for further information if they have questions.

The quality of the learner experience at **Australian Institute of Body Arts** depends not only of the learning and assessment experience we provide, but also on the motivation and commitment of the learner. We feel that we have in place an ideal learning experience. Meet the challenge and we will do our very best to ensure that the benefit exceeds expectations.

All the very best of luck from the team at **Australian Institute of Body Arts!**

CODE OF PRACTICE

Australian Institute of Body Arts Pty Ltd has agreed to operate within the Standards set down by the National VET Regulator.

We are committed to providing supportive and positive outcomes from all services provided to our clients. All staff recognise the rights of learners and provide information, advice and support that are consistent with our Code of Practice.

If, at any time, the learner feels that any staff member is not abiding by our Code of Practice then the complaint or grievance should be reported to the trainer or anyone in our organisation, or complete the complaints and appeals form.

MISSION STATEMENT

OUR MISSION is to add value to our clients' businesses through providing world's best practice learning solutions in the beauty industry.

OUR VISION is to be the preferred supplier of workplace learning solutions to the beauty Industry.

We provide and support the following policies within our Code of Practice:

ACCESS AND EQUITY

Australian Institute of Body Arts Pty Ltd is committed to integrating Access and Equity principles within all our services provided to our clients. All staff recognises the rights of learners and provides information, advice and support that are consistent with our Code of Practice. Regardless of cultural background, religion, gender, sexuality, disability, location or age each learner has the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner whilst studying with us.

APPEALS AND COMPLAINTS PROCEDURES

Our documented procedure covers any assessment appeals or general complaints. Should the learner have an academic appeal or complaint, information on the process is provided in the learner's handbook as well as in our policies listed on our website.

CLIENT SUPPORT

We currently offer support in: Assessment options including recognition of prior learning (RPL): options in delivery modes: trainer support during course enrolment: Training needs analysis: special needs, including Language, Literacy and Numeracy: clarifying information contained on our web site.

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Written permission to use images published on our website is to be gained from the property owner: ***Australian Institute of Body Arts Pty Ltd*** prior to the use of any image.

COURSE EXTENSION POLICY

Australian Institute of Body Arts Pty Ltd will not be obliged under any circumstances to extend the period of a learner's enrolment if the learner has not completed the course in the allocated time.

Once the allocated time for a given course has ended, the learner will no longer be given access to the course material.

An enrolment can be extended with the payment of an additional fee.

COURSE INFORMATION

Specific course information is provided on our website for all of courses we currently offer.

Here at Australian Institute of Body Arts, we provide a blended delivery of Distance and Practical learning and assessment.

Learners will receive learning materials and theory assessments electronically so they may study at a time convenient.

Learners will receive an Individual Training Plan (ITP) which lists the order in which to complete the units of competency with a suggested time frame for completion. The course is completed in part through distance learning and theory assessment tasks before moving on to practical learning and assessment in a workplace.

STUDENT SUPPORT

Our trainers and assessors will contact the learner on a monthly basis through phone calls and emails to ensure the learner feels supported and so that the learner can discuss any area of the learning and assessment they chose.

Our trainer and assessors will also arrange regular Skype meetings at a time mutually agreeable with the learner to discuss specific areas in each unit of competency.

Learners can also make appointments for a one on one chat with their trainer throughout the course.

Throughout the learning and assessment, **Australian Institute of Body Arts Pty Ltd** are there to support and guide the learner.

WORKPLACE ARRANGEMENTS

The practical aspects of the course are trained and assessed in the workplace. This ensures each learner experiences a live beauty salon and works with live paying clients, whom they will be assessed on.

For learners that are already in the beauty industry and working in a salon, who wish to update their qualifications, or advance in their career, **Australian Institute of Body Arts Pty Ltd** will arrange with you or your employer a time for the practical component of learning and assessment to take place.

If the learner is not already working in the industry, **Australian Institute of Body Arts Pty Ltd** will make arrangements for the practical component of learning and assessment to take place in a salon near the learner.

Each workplace will be audited to ensure that all equipment and tools required are in place and ready to use.

LEARNER PRACTICAL ASSESSMENT REQUIREMENTS

Learners are required to provide their own models to perform treatments and procedures on. Learners must provide a minimum of nine models for cosmetic tattooing, a minimum of 10 models for body piercing and a minimum of six models for other beauty units. It is important to have extra models to call in case a model cannot make the appointment time on the day.

Models are required to pay a minimum fee to Australian Institute of Body Arts for the services they receive. Information will be forwarded to you, the student prior to course enrolment.

DISCRIMINATION

Australian Institute of Body Arts Pty Ltd will not tolerate any unlawful discrimination or harassment by **Australian Institute of Body Arts Pty Ltd** staff, employee or client, based on their sex, pregnancy, marital status, race (including colour, ethnic background, national identity and ethno- religion), homosexuality, disability or age, etc.

Harassment includes any form of behaviour that a person does not want, finds offensive, humiliating or intimidating and is either sexual, or targets them because of the factors mentioned above.

ENROLMENT PROCESS

We provide clear information on the courses that we offer. This includes the training and learning outcomes, any required skills or knowledge as well as any additional training pathways.

Our enrolment process requires the learner to participate in a very short informal interview with ***Australian Institute of Body Arts Pty Ltd*** to assess previous skills and knowledge and understanding of the commitment of studying through distance learning. This allows ***Australian Institute of Body Arts Pty Ltd*** to determine if the learner may be referred to Recognition of Prior Learning (RP) or require additional support through the course. The learner completes an enrolment form and provide as much relevant information as possible to ensure we provide training to suit the learner r needs. All information collected is kept confidential and subject to our Privacy Policy in this Code of Practice.

Before and during course enrolment we provide learners access to our learner hand book as well as our code of conduct to ensure all learners are aware and understand the information contained in both.

At time of course induction any questions relating to the learner handbook and code of conduct are answered and explained to learners.

EXTERNAL REVIEW

Australian Institute of Body Arts Pty Ltd agrees to participate in external monitoring and audit processes. This covers random quality audits, audit following complaint and audit for the purpose of re-registration.

FEES & CHARGES

Information on fees, charges and refunds are clearly documented in our brochure and web site and information on refunds is provided in the learner hand book.

LEARNING AND ASSESSMENT PROCEDURES

Our training and assessment procedures are flexible and take into account learner needs. We will ensure that:

All required resources for the delivery of any course are in place and maintained in good working order.

Training and assessment will be conducted by qualified staff.

All training and assessment will be to the nationally set standard prescribed National VET Regulator.

LANGUAGE, LITERACY AND NUMERACY

Australian Institute of Body Arts Pty Ltd is committed to providing assistance to people seeking to undertake training who may have special language, literacy and numeracy requirements. Special needs are highlighted at time of enrolment and ***Australian Institute of Body Arts Pty Ltd*** will provide individual assistance where possible to learners who have literacy and numeracy skill needs.

Learners may be provided with details of specialist literacy and numeracy assistance agencies where appropriate.

Each learner will be provided with a mandatory Language, Literacy and Numeracy (LLN) test at time of enrolment. The results of this test, and enrolment interview will determine the level of support **Australian Institute of Body Arts Pty Ltd** will provide.

Australian Institute of Body Arts Pty Ltd will make every effort to assess a prospective learner's ability to carry out all the learning tasks and required assessments before enrolment. Where possible, the learning activities/assessments may undergo reasonable adjustment for clients/learners with specific needs.

SPECIAL NEEDS SUPPORT

Language, Literacy and Numeracy (LLN):

- Website: <http://www.centrelink.gov.au/internet/internet.nsf/services>
- Phone: 13 23 07
- Website: <http://education.gov.au/search/site/LLN%20program>
- TAFE Queensland North | 1300 656 959
- TAFE offer a number of intense language, literacy and numeracy support programs. Look for one near you.

Specialist support:

Support learning or for more personal issues which may impact on learning.

- Website: <http://www.centrelink.gov.au/internet/internet.nsf/services>
- Phone: 13 23 07
- Website: <http://education.gov.au/search/site/LLN%20program>

Counselling services:

Assistance will be made available to assist students with:

- career and vocational options
- options for students experiencing financial difficulties
- family and relationship problems
- depression

Websites:

- <http://www.vic.gov.au/health-community/medical-services/counselling-services.html>
- <https://www.lifeline.org.au/?gclid=CKLMhP3PgMMCFU0GvAodwrYA9g>
- <http://www.headspace.org.au/>

Phone contacts:

- ATODs Cairns | 07 4226 3900 Alcohol, Tobacco and Other Drugs provides help and support options for individuals to make informed choices about alcohol, tobacco and other drug use.

- Mates in Construction Queensland Helpline | 1300 642 111 MATES in Construction is about MATES helping MATES and is regarded as the best practice solution for suicide and mental health issues on construction and building, provided at no cost to construction companies or workers.
- Headspace | 07 4041 3780
- Headspace is the National Youth Mental Health Foundation who supports young people aged 12-25 years
- Centacare Migrant Services | 07 4041 7699 Centacare Migrant Services provides free support for eligible individuals, families and migrant communities in Cairns and the surrounding regions. Look for one near you.

Disability services:

Disability services are available to students with a disability requiring assistance to achieve their training and career goals which may include:

- Coordinating personal support services including disability support workers, sign language interpreters, mentors and tutors
- Arranging exam accommodations and further reasonable adjustments with teaching staff
- Organising adaptive equipment and assistive software loans on behalf of the student
- Arranging professional assessment services
- Arranging professional assessment services.

Contacts:

- <http://www.vic.gov.au/health-community/disability-services.html>
- Phone 1800 008 149
- Disability Support Services | 07 4048 9900 The Department of Communities, Child Safety and Disability Services helps people with a disability to access support and services.

Aboriginal and Torres Strait Islander Communities:

- Wuchopperen Health Service Ltd | 07 4080 1000 Wuchopperen Health Service Limited is a community controlled organisation that delivers a suite of holistic primary health care services to Aboriginal and Torres Strait Islander communities across far north Queensland.

LEGISLATIVE REQUIREMENTS

Australian Institute of Body Arts Pty Ltd will meet all legislative requirements of State and Federal Government, which is further detailed in our learner handbook.

RECOGNITION OF PRIOR LEARNING (RPL)

Australian Institute of Body Arts Pty Ltd offer recognition of prior learning (RPL) assessment in an easy to understand format with straightforward processes that we will help the learner with.

If the learner has relevant skills and abilities that have been learned in current or past positions, they are invited to contact us here at **Australian Institute of Body Arts Pty Ltd**. We will discuss the evidence requirements and support documentation required and how we can help with those.

Recognition of Prior Learning (RPL) means recognition of competencies currently held, regardless of how or where the learning occurred. Under the Australian Quality Framework (AQF), competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience.

In order to approve an RPL application, **Australian Institute of Body Arts Pty Ltd** must be confident that the candidate is currently competent against the endorsed unit competency outcomes.

The evidence may take a variety of forms and could include copies of certificates, references from employers, testimonials from clients and work samples. **Australian Institute of Body Arts Pty Ltd** needs proof that the evidence supplied is authentic, valid, reliable, current and sufficient.

An RPL application kit which provides information on evidence requirements as well as mapping guides will be provided to assist the learner in arranging a portfolio of evidence for each unit or course. Please refer to our RPL Policy for further information.

CREDIT TRANSFER

National recognition is the process that recognises Certificates and Statements of Attainment issued by Schools, TAFE, University, private RTO's, colleges or other educational institutions, enabling individuals to receive national recognition of their achievements.

To receive credit for equivalent previous study, you need to be enrolled in the course and provide copies of previously obtained qualifications; statements of attainment or statement of results to **Australian Institute of Body Arts**. These will be authenticated with the issuer.

If more than 12 months old, you will also have to provide evidence that this previous training is still current; this can be achieved by submitting a resume, letter of employment etc which support the learner experience in these learning outcomes. We will be happy to discuss this.

If more than 12 months old, learners must also provide evidence that this previous training is still current; this can be achieved by submitting a resume, letter of employment etc which support the learner experience in these learning outcomes. We will be happy to discuss this.

REFUND POLICY

The learner pays an agreed fee upon commencement of a course in which they are enrolled. Our refund policy is as follows:

CANCELLATION OF COURSE OR PROGRAM BY AUSTRALIAN INSTITUTE OF BODY ARTS PTY LTD

Should *Australian Institute of Body Arts Pty Ltd* cancel a course for any reason, learners enrolled at the time the cancellation is announced, will be entitled to a full refund and this will incur no administrative charges or penalties. Learners who have units that have already been assessed as competent will be issued a statement of attainment and have the cost of these units deducted from the refund.

WITHDRAWAL PRIOR TO COURSE OR MODULE COMMENCEMENT

If a candidate withdraws from a course before the commencement of the course, full refund of the fees paid will be made, less a 25% non-refundable administration fee.

WITHDRAWAL AFTER COURSE COMMENCEMENT

Once enrolled and the learner has commenced the course, a refund will not apply. A learner is considered to have commenced a course once course material has been sent.

WITHDRAW DUE TO ILLNESS OR HARDSHIP

In the case of a participant withdrawing from a course or program due to illness or extreme hardship, *Australian Institute of Body Arts Pty Ltd* may, at its discretion, allow a refund of the course fees. The following conditions apply:

- Learner must produce satisfactory evidence of the circumstances of his/her withdrawal, medical certificates, etc.
- The person will forfeit the 25% non-refundable administration fee
- Withdrawal must take place prior to the expiration of the course.

SANCTIONS

Australian Institute of Body Arts Pty Ltd will honour all guarantees outlined in this Code of Practice.

STAFF RESPONSIBILITIES FOR ACCESS AND EQUITY ISSUES

At *Australian Institute of Body Arts Pty Ltd*, all staff has been inducted in their responsibilities for our access and equity principles. *Australian Institute of Body Arts Pty Ltd* staff act in accordance with the Code of Practice and all learners are made aware of their rights and responsibilities. All learners have the same access to courses offered irrespective of gender, culture, linguistic background, race, or disability.

LEARNER STANDARDS

Learners are required to ensure all work they submit for assessment is their own work. Learners confirm the authenticity of work submitted as being their own as part of the terms and conditions of enrolment.

To ensure all learners receive equal opportunities and gain the maximum from their time with us, these rules apply to all enrolled learners:

Learners are required to maintain minimum standards of etiquette and courtesy during their interaction with other learners, models, trainer and with all stakeholders in the learning.

These standards include, but are not restricted to:

- Use of appropriate language in all forms of communication.
- Timely communication particularly in relation to non attendance at any practical workshops or assessments.
- Learner must produce satisfactory evidence of the circumstances of his/her withdrawal or non attendance with medical certificates, etc.
- The client /learner will forfeit the 25% non-refundable administration fee
- Withdrawal must take place prior to the expiration of the course.

TERMINATION OF ENROLMENT

Consequences for inappropriate and discriminatory communication may result in the enrolment being terminated and a statement of attainment issued for any units completed to date.

Any person who has had their enrolment suspended or terminated has the right of appeal through our appeals process.

TRAINING AND ASSESSMENT STANDARDS

Australian Institute of Body Arts Pty Ltd staff has the appropriate qualifications and experience to deliver the training and assess competence relevant to the training products offered. Assessment meets the Principles of Assessment and Rules of Evidence as stated in the Standards for Registered Training Organisations (RTOs) 2015 (including Recognition of Prior Learning).

WELFARE AND GUIDANCE SERVICES

We will endeavour to provide information and guidance to all learners. This includes but is not limited to:

- (i) Learning pathways and possible RPL opportunities;
- (ii) Provision for special learning needs including Language, Literacy and Numeracy

STUDY ASSISTANCE

Centrelink supports learners with a range of payments:

ABSTUDY - www.centrelink.gov.au Tel 132317

For a person who is an Indigenous secondary or tertiary learner or a full-time Australian Apprentice, ABSTUDY may help the learner stay at school or go on to further studies.

AUSTUDY – www.centrelink.gov.au Tel 132490

Austudy provides financial help to those aged 25 years or more and studying or are Undertaking an Australian Apprenticeship full-time.

YOUTH ALLOWANCE - www.centrelink.gov.au Tel 13 2490

Youth Allowance helps a young person who is studying, undertaking training or an Australian Apprenticeship, looking for work, or sick.

COMPLAINTS

Complaints are taken seriously by **Australian Institute of Body Arts Pty Ltd**, and a record is maintained as part of our continuous improvement strategy. To ensure a satisfactory outcome for all, **Australian Institute of Body Arts Pty Ltd** provide a detailed process for learners and potential learners to follow so that **Australian Institute of Body Arts Pty Ltd** may have the opportunity of rectifying the matter immediately.

Raising a complaint

If a learner or potential learner has a complaint this should be raised, in the first instance, to their trainer/assessor in writing providing details of the complaint and any relevant persons involved.

The details of the concern will be directed to the CEO of **Australian Institute of Body Arts Pty Ltd** and a response will be generated within three (3) business days of receipt of the complaint.

If the learner has found the results of this unsatisfactory, they can initiate a complaint by instigating an external appeal.

External appeal

If the learner is not satisfied with the outcome, and it has not been resolved within sixty (60) days, the student may request that the matter be referred to the Australian Skills Quality Authority (ASQA) or an independent third party for review. **Australian Institute of Body Arts Pty Ltd** are not responsible for any third party costs incurred by the student. For information regarding making a complaint to ASQA use the following link: <https://www.asqa.gov.au/complaints/make-complaint-domestic-students/submit-complaint-asqa>

APPEALS

The learner has 3 attempts at each assessment task and will be provided with constructive feedback and direction on each attempt. A learner has the right to appeal any assessment decision of Not Satisfactory, including RPL evidence. Decisions will be discussed informally with the trainer/assessor by phone or email. If the learner does not agree with the reviewed outcome, the learner has the right to formalise their case as follows:

RE-ASSESSMENT APPEAL

Each assessment task can be attempted 3 times.

If a learner does not agree with a decision of Not Satisfactory, they must appeal within 21 days of the result being posted or advised to the learner.

APPEAL AGAINST RECOGNITION OF PRIOR LEARNING (RPL)

A learner can appeal a decision of not yet competent, if the learner believes their application for RPL:

- provides sufficient evidence entitling them to be granted RPL
- Can be supplemented with additional evidence to adequately demonstrate the skills and experience required as long as it is within 21 days from the result being posted or advised to the learner:

ACADEMIC APPEALS

A learner must appeal a final result of assessment within 21 days from the Result of Assessment being issued if:

- The learner has been assessed as not yet competent against specific competency standards
- The learner feels they have sufficient grounds and evidence entitling them to be assessed as competent
- That learner can adequately demonstrate they have the skills and experience to be able to meet the learning outcomes of units they are appealing against.

If a learner considers the response to their formal appeal unsatisfactory, they have the right to further appeal to **Australian Institute of Body Arts Pty Ltd** or the national regulator of Australian vocational education and training (VET) providers; Australian Skills Quality Authority (ASQA) uses information received through learner complaints to ensure that those providers are delivering quality training and assessment services.

email enquiries@asqa.gov.au

INTELLECTUAL PROPERTY

The material and images contained on our web site, brochures and learning material are protected by copyright. The learner may use the website for personal and non-commercial purposes only.

The learner may not reproduce, publish or in any manner commercially exploit any part of **Australian Institute of Body Arts Pty Ltd** content unless expressly authorised by **Australian Institute of Body Arts Pty Ltd**. Under the Copyright Act 1968 and related amendments, the learner is limited as to the amount of material that they may copy or reproduce. It is the learner's responsibility to ensure that they do not infringe any applicable law.

ISSUING OF CERTIFICATES

Upon successful completion of the course or unit/s, the learner will be issued with a Testamur (certificate) or Statement of Attainment (SOA) from **Australian Institute of Body Arts Pty Ltd** via post within 20 days.

PRIVACY AND CONFIDENTIALITY

Personal information collected as a result of the enrolment may be used by the Department of Employment and Training for statistical requirements for vocational education and training information. It may also be used by **Australian Institute of Body Arts Pty Ltd** for future planning, reporting, communication, research, evaluation and auditing and marketing. Only authorised **Australian Institute of Body Arts Pty Ltd** staff has access to this information.

- Personal information may be disclosed to Commonwealth and State Government authorities and agencies for statistical purposes.
- If under the age of eighteen (18) years, personal information, attendance details, progress and results may be disclosed to the parent/guardian.

PATHWAYS

Learners of Australian Institute of Body Arts Pty Ltd, successfully completing individual units of competency will be eligible to apply for credit transfers into the SHB50115 - Diploma of Beauty Therapy.

Upon successful completion of the SHB50115 - Diploma of Beauty Therapy, learners may wish to continue their learning pathway towards the SHB50216 Diploma of Salon Management.

Learners successfully completing their Diploma can seek positions as a Beauty Therapist within beauty salons.

LAWS and LEGISLATION

Australian Institute of Body Arts Pty Ltd identifies and ensures Legislative and regulatory compliance for the benefit of all staff and learners relevant to its Scope of Registration.

Australian Institute of Body Arts Pty Ltd complies, but is not limited to the following legislation. Please refer to the website of Australian Institute of Body Arts Pty Ltd for further details of these legislations:

- The Environmental Protection (Waste Management) Regulation 2000
- Public Health (Infection Control for Personal Appearance Services) Act 2003
- First aid Code of Practise 2004
- Workplace Health and Safety Act 2011
- The Workplace Health and Safety Regulation 2008
- Privacy Act 1988

TRAINING and EDUCATION LEGISLATION

The National Vocational Education and Training Regulator Act 2011
Standards for Registered Training Organisations (RTOs) 2015

Policies & Procedures

Australian Institute of Body Arts

Policy & Procedures

Table of Contents

INTRODUCTION

CODE OF PRACTICE

OUR COMMITMENT

MISSION STATEMENT

ACCESS & EQUITY

APPEALS & COMPLAINTS PROCEDURES

CLIENT SUPPORT

COPYRIGHT

DISCRIMINATION

ENROLMENT PROCESS

EXTERNAL REVIEW

FEES & CHARGES

LEGISLATIVE REQUIREMENTS

TRAINING & ASSESSMENT STAFFING STANDARDS

DEVELOPMENT & DELIVERY OF QUALITY TRAINING & ASSESSMENT

DESIGNING AND UTILISING TRAINING & ASSESSMENT STRATEGY PLANS
(TASPs)

ENSURING QUALITY TASP_s

ENSURING PRINCIPALS OF ASSESSMENT

EQUIPMENT, TRAINING & ASSESSMENT MATERIALS

RECOGNITION OF PRIOR LEARNING (RPL) POLICY

CREDIT TRANSFER

TRANSITIONING TO NEW QUALIFICATIONS POLICY

COURSE EXTENSION POLICY

VALIDATION POLICY

COLLECTION & USE OF FEEDBACK

STAFF INDUCTION POLICY

STAFF PROFESSIONAL DEVELOPMENT POLICY

TRAINER & ASSESSOR POLICY

WORKING UNDER SUPERVISION POLICY

THIRD PARTY PROVIDERS POLICY

QUALIFICATIONS ISSUANCE POLICY

STATEMENT OF ATTAINMENT POLICY

UNIQUE LEARNER IDENTIFIER POLICY

MARKETING & ADVERTISING POLICY

LEARNER INDUCTION POLICY

DISSEMINATION OF CLEAR INFORMATION TO LEARNERS

RTO CLOSURE POLICY

COURSE WITHDRAWAL POLICY

COMPLAINTS & APPEALS POLICY

PURPOSE

COMPLAINTS & APPEALS POLICY

APPEALS

RE-ASSESSMENT APPEAL POLICY

APPEAL AGAINST REGOGNITION OF PRIOR LEARNING (RPL)
ACADEMIC APPEALS
FINANCIAL MANAGEMENT POLICY
FEES & REFUNDS POLICY
INSURANCES POLICY
COMPLIANCE WITH COMMONWEALTH, STATE & TERRITORY LEGISLATION
AND REGULATORY REQUIREMANTS AND GOVERNING BODIES POLICY
RECORD & INFORMATION POLICY
RETENTION OF RECORDS FOR ACCURACY & INTEGRITY
DEFINITIONS
STORAGE REQUIREMENT
RETENTION OF RECORDS
CONTINUOUS IMPROVEMENT POLICY
DESIGNATION OF AUTHORITY & RESPONSIBILITIES POLICY
RISK MANAGEMENT AUTHORITY
CHANGES TO LEGISLATION POLICY
PRIVACY POLICY
GOVERNANCE POLICY

INTRODUCTION

Australian Institute of Body Arts (AIBA) is committed to adhering to best practice guidelines for recognised training, as required by the Standards for Registered Training Organisations (RTOs) 2015. It is also the policy of AIBA to ensure that its systems, record keeping, and administrative services, along with the training and services it offers are fully compliant with the recommendations and policies embodied in the Standards for Registered Training Organisations (RTOs) 2015.

AIBA complies with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 as well as other relevant Commonwealth, State and Territory legislation. This is critical for AIBA to deliver training products that have integrity and which fulfil their obligations to our learners by meeting the Financial Viability Risk Assessment Requirement as guided by legislation

This Policy and Procedures Manual does not stand alone. Companion documents include:

- All Marketing Material
- Learner Handbook -- information made available to learners which contain all policies relevant to their completion of training.
- The Standards for Registered Training Organisations (RTOs) 2015
- Training and Assessment Strategy Plan

CODE OF PRACTICE

OUR COMMITMENT

Australian Institute of Body Arts Pty Ltd agrees to operate within the Standards for Registered Training Organisations (RTOs) 2015.

We are committed to providing supportive and positive outcomes from all services provided to our clients. All staff recognise the rights of learners and provide information, advice and support that are consistent with our Code of Practice.

If, at any time, you feel that any staff member is not abiding by our Code of Practice then report your complaints or grievance to your supervisor / trainer or anyone in our organisation, or complete our complaints and appeals form.

MISSION STATEMENT

OUR MISSION

To add value to our client's businesses through providing world's best practice learning solutions in the beauty and body arts industry.

OUR VISION

To be the preferred supplier of workplace learning solutions to the beauty and body arts Industry.

ACCESS AND EQUITY

Australian Institute of Body Arts Pty Ltd is committed to integrating Access and Equity principles within all our services provided to our clients. All staff recognises the rights of learners and provides information, advice and support that are consistent with our Code of Practice. Regardless of cultural background, religion, gender, sexuality, disability, location or age you have the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner while you are studying with us.

APPEALS AND COMPLAINTS PROCEDURES

Our documented procedure covers any assessment appeals or general complaints. Should you have an appeal or complaint, information on the process is provided in the learner's handbook as well as in our policies listed on our website.

CLIENT SUPPORT

We currently offer support in: Assessment options including recognition of prior learning (RPL): options in delivery modes: trainer support during course enrolment: Training needs analysis: special needs, including Language, Literacy and Numeracy: clarifying information contained on our web site.

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DISCRIMINATION

Australian Institute of Body Arts Pty Ltd will not tolerate any unlawful discrimination or harassment by *Australian Institute of Body Arts Pty Ltd* staff of any job

applicant, employee or client, based on their sex, pregnancy, marital status, race (including colour, ethnic background, national identity and ethno- religion), homosexuality, disability or age, etc.

Harassment includes any form of behaviour that a person does not want, finds offensive, humiliating or intimidating and is either sexual, or targets them because of the factors mentioned above.

ENROLMENT PROCESS

We provide clear information on the courses that we offer. This includes the training and learning outcomes, any required skills or knowledge as well as any additional training pathways.

Prior to enrolment, AIBA will conduct an informal interview with you to discuss your understanding of the course being offered, any previous skills and experience you may already have and discuss how this may be utilised in relation to credit transfer or RPL.

Our enrolment process requires you to complete a mandatory Language Literacy and Numeracy (LLN) test so that AIBA may offer the support you require during your study. You are required to complete the AIBA enrolment form and provide as much relevant information as possible to ensure we provide training to suit your needs. All information collected is kept confidential and subject to our Privacy Policy in this Code of Practice.

Part of the enrolment process includes the provision of our Learner hand book, which you are required to sign in agreement of. Clear outline of fees, charges and refunds, as well as our code of conduct to ensure all learners are aware and understand the information contained in both.

We refer to the “The Standards for Registered Training Organisations (RTOs) 2015” when designing, developing, reviewing, proofreading, and updating all materials either written or electronic for the marketing, advertising and promotion of our services to ensure ethical, accurate, representation of training products and services that are consistent with our scope of registration.

EXTERNAL REVIEW

Australian Institute of Body Arts Pty Ltd agrees to participate in external monitoring and audit processes. This covers random quality audits, audit following complaint and audit for the purpose of re-registration.

FEES & CHARGES

Information on fees are clearly documented in our brochures and web site and information on refunds is provided in the Learner Hand book.

LEGISLATIVE REQUIREMENTS

AIBA will comply with all legislative requirements of State and Federal Government, in particular Work Place Health and Safety, Workplace Relations, Anti-Discrimination and Equal Opportunity.

TRAINING AND ASSESSMENT STAFFING STANDARDS

AIBA has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Adequate training materials will be utilised to ensure the learning outcomes of the training product can be achieved. Appeals procedures are in place for learners who are not satisfied with the assessment or training.

DEVELOPMENT AND DELIVERY OF QUALITY TRAINING & ASSESSMENT

AIBA ensures that in developing and delivery of training and/or assessment products and services it:

- Identifies learning needs, and methods for designing training and assessment, are documented;
 - The requirements of the SHB Hairdressing and Beauty Services Training Package or accredited course are met;
 - Units, as appropriate, are identified;
 - Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
 - Delivery modes and training and assessment materials which meet the needs of a diverse range of learners are identified;
 - Where assessment or training is conducted in the workplace, AIBA negotiates the Training and Assessment Strategy Plan with the employer; works with the employer to arrange practical training and assessment conducted by AIBA;
- and
- Where assessment or training is conducted by distance, the organisation has effective strategies for learner support, monitoring and assessment such as phone calls, emails and Skype mentoring sessions.

DESIGNING AND UTILISING TRAINING AND ASSESSMENT STRATEGY PLANS (TASPs)

ENSURING QUALITY TASPs

A Training and Assessment Strategy Plan is required before the commencement of any courses by AIBA. AIBA ensures that all TASPs:

- Comply with the applicable nationally endorsed SHB Hairdressing and Beauty Services Training Package or the assessment requirements specified in accredited courses. They must also include the volume of training provided;
- Identify proposed target groups and the amount of learning provided in the context of the existing skills, knowledge and the experience of the learner;

- Identify the mode of delivery and the units or modules delivered in the case where a full qualification is not offered.
- Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been attained;
- Are equitable for all persons, taking account of cultural and linguistic needs; and
- Assessment utilises several methods may be used in combination in order to ensure that sufficient evidence to make a judgment has been collected.
- Have been developed in consultation with industry ensuring that a range of strategies are utilised for industry engagement to ensure the relevance of AIBA's TASPS and the current industry skills of its trainers and assessors.
- A number of training and assessment methods may be used in combination in order to ensure that adequate training has occurred and sufficient assessment evidence has been collected.
- Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable SHB Hairdressing and Beauty Services Training Package or modules specified in the applicable accredited course;
- Determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in SHB Hairdressing and Beauty Services Training Package.
- TASPs are revised at moderation and validation meetings and are modified in response to industry input (Refer to Validation Policy).

ENSURING PRINCIPLES OF ASSESSMENT

AIBA ensures that strategies for assessment, regardless of whether through a training and assessment pathway or an assessment-only pathway (e.g. Recognition of Prior Learning):

- Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been attained according to the SHB Hairdressing and Beauty Services Training Package requirements;
- Comply with the rules of evidence: Validity, reliability, fairness and flexibility; provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- Provide for reassessment on appeal;
- Meets the requirements of the SHB Hairdressing and Beauty Services Training Package; and
- Meets workplace and, where relevant, regulatory requirements; and
- Is systematically validated (refer to Validation Policy).

EQUIPMENT, TRAINING & ASSESSMENT MATERIALS

AIBA's training and assessment materials are mapped to the course requirements outlined in the SHB Hairdressing and Beauty Services Training Package prior to Course delivery. AIBA ensures that adequate access to equipment and resources required for training and/or assessment is given throughout the delivery of the course.

RECOGNITION OF PRIOR LEARNING (RPL) POLICY

AIBA makes available information about RPL opportunities within our course brochures, information letters, website, and during the pre-enrolment informal interview, prior to enrolment and learners are asked if they would like to apply for RPL on enrolment.

The RPL process is structured so as to be cost effective and fair for both AIBA and learners.

Applicants who consider that they have completed appropriate training or have through prior learning and experience gained the required skills/competencies stipulated for the units of the course may be granted credit upon substantiation of that claim.

The assessment will be professionally conducted and will be valid, reliable, flexible and fair.

Evidence for RPL may include:

- Evidence of current competence
- Performance, demonstration, or skills test
- Portfolio, logbook, task book, projects or assignments
- Written presentation
- Interview
- Case studies
- Other certificates or transcripts
- References / Supervisor Testimonials

If there is sufficient evidence in the application and supporting documentation, no further assessment will be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of validity, reliability, fairness and flexibility. The form of assessment may be negotiated with the learner and may consist of interview, written assignment, exam, or other method.

- All RPL assessment must be conducted by a qualified Assessor.
- Applicants will be advised prior to beginning the Application Procedure of what they will be charged for the RPL/RCC assessment.
- Successful learners are notified promptly of the RPL/RCC outcome. The Assessor advises unsuccessful learners of reasons for non-recognition and steps they can take, including appeal mechanisms.
- If unsuccessful, the client advised of appeal procedure and advised of study reduction time and credit transfer details.

CREDIT TRANSFER

National recognition is the process that recognises Certificates and Statements of Attainment issued by Schools, TAFE, University, private RTO's, colleges or other educational institutions, enabling individuals to receive national recognition of their achievements.

To receive credit for equivalent previous study, you need to be enrolled in the course and provide copies of previously obtained qualifications; statements of attainment or statement of results to **Australian Institute of Body Arts**. These will be authenticated with the issuer.

TRANSITIONING TO NEW QUALIFICATIONS POLICY

AIBA will ensure that the transition from superseded Training Package qualifications to new or revised Training Package qualifications in accordance with Standards for RTOs 2015 is managed efficiently and effectively in a timely manner. The policy ensures that the AIBA only delivers current qualifications and units from a nationally endorsed Training Package.

AIBA ensures it meets the requirements of the revised SHB Hairdressing and Beauty Services Training Packages or accredited course within at least one year of the replacement training product being released on the National Register. AIBA ensures that learners are not enrolled in qualifications that adversely affect their opportunities for employment and/or future study pathways.

Where a SHB Hairdressing and Beauty Services Training Package has been revised and new qualifications developed, learner enrolments within the new qualification commence as soon as possible and no later than 1 year after publication of the revised SHB Hairdressing and Beauty Services Training Package.

AIBA ensures that when enrolling learners that they abide by transition requirements within the accredited course documentation. New learners do not commence training or assessment in any training product that has been removed from the National Register.

AIBA ensures that trainers and assessors are aware of changes in the revised Training Package or accredited course and related training and assessment strategies and resources. Learners, employers and other relevant stakeholders affected by these changes are advised of how the changes will affect them.

AIBA implements strategies for transitioning learners to the new qualification/course or 'teach out' learners in the superseded qualification/course within a timely manner, within the timeframe designated by Standards for Registered Training Organisations (RTOs) 2015.

AIBA's management system, including management of enrolment and learner records management, relevant policies and procedures are also reviewed to take into account the changes required to transition to a new training product.

COURSE EXTENSION POLICY

Australian Institute of Body Arts Pty Ltd will not be obliged under any circumstances to extend the period of a learner's enrolment if the learner has not completed the course

in the eighteen month allocated time frame. Course duration begins at the time of your enrolment.

Once the allocated time for a given course has ended, the learner may apply for a course extension.

VALIDATION POLICY

AIBA validates its assessment strategies by:

1. Systematically reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards;
2. Validation feedback is reviewed and recommendations for improvement are made (if any) via email or at a meeting involving any people deemed necessary

If any recommendations for improvement are made:

- They are implemented by the relevant Trainer/Assessor (or their delegate)
- The improvements are presented to the external person(s) or organisation(s)

Validation is conducted via internal persons through the following process:

- Learner assessment evidence is reviewed by the Trainer/Assessor prior to the issue of certificates
- Feedback on the Trainer / Assessor's marking, learner assessment feedback style, documentation standards etc. is provided to the Trainer / Assessor
- If the Trainer Assessor identifies and recommendations for improvement then this is done via email or at a meeting involving any people deemed necessary
- If any recommendations for improvement are made they are implemented by AIBA (or their delegate).

Documenting any action taken to improve the quality and consistency of assessment via (whichever method is suitable);

- Validation Reports
- Email Correspondence
- Minutes of any meetings

This process is actioned by:

- Assigned assessors who have the relevant vocational competencies and industry skills will lead and contribute to the reviewing and validating of AIBA's training products as per the AIBA validation schedule. The validation will also include persons who have current knowledge in vocational teaching and learning;
- A schedule that will ensure validation is planned and that every training product is validated at least every five years with at least 50% validated in each five year cycle.

AIBA will apply a risk management approach to the scheduling of which training products will be validated;

- The schedule will determine which training products will be validated;
- Staff allocations that will determine who will lead and participate in the validation activities.
- AIBA will ensure that validation involved one or more persons who have not been involved in the particular instance of the training product being validated.

COLLECTION AND USE OF FEEDBACK

The CEO will then collate and analyse the data collected through the feedback process and produce an email requesting any changes required if an improvement is required.

In addition to this, learners are invited to provide us with feedback anytime. If it appears to a learner that their feedback is not being responded to appropriately, they are invited to approach one of our Staff or Training Partners to speak openly about the situation. If the learner doesn't feel that they are being listened to, they can formally put their complaint in writing to the AIBA Office. Refer to Complaints, Grievances & Assessment Appeals Policy for information on the process.

STAFF INDUCTION POLICY

The purpose of the Staff Induction Policy is to define the process required to induct new staff into AIBA and to ensure staff are aware of the policies and procedures that relate AIBA's compliance obligations in respect to its Registration as an RTO. This policy includes all new employees to AIBA, whether permanent, part-time or contractor.

New staff and trainers are provided with a staff orientation email which outlines the below and contains links to additional information where necessary:

- A description of the RTO Mission and Vision Statement. Overview of future operations, Culture & Ethos, and its effects on staff conduct
- Introduction to colleagues
- The Australian Quality Training Framework
- The Standards for Registered Training Organisations (2015)
- AIBA's scope (Accredited Courses & SHB Hairdressing and Beauty Services Training Packages available)
- The Policies and procedures manual
- Risk Management and Continuous Improvement - information regarding the process of risk management, continuous improvement and how staff are involved
- Staff meetings and communication processes

In addition, if new staff are required to complete and agree to an employment agreement which provides:

- Hours of involvement: Expectations regarding starting and finishing times, breaks etc.
- Professional development requirements & resumes

- Employment conditions and procedures including contracts, amount, method and time of payment.
- Expense accounts.
- Ownership of training session material.
- Their position description, including; role, duties and responsibility
- Confirmation they have read and understood the AIBA Policies and Procedures Manual

STAFF PROFESSIONAL DEVELOPMENT POLICY

As a Registered Training Organisation (RTO), AIBA ensures all training is delivered by a Trainer/ Assessor who has the TAE40110 Certificate IV in Training and Assessment or equivalent. Trainers & Assessors must demonstrate vocational competencies at least to the level of those being delivered and also provide evidence of industry currency.

Trainers & Assessors who assess nationally Recognised Qualification courses are required to submit a Trainer Matrix which includes the following:

- Any mapping information to demonstrate industry/vocational experience that match requirements of each unit of competency/modules to at least the level against which the Assessor is assessing, as well as the assessment and vocational competencies as required.
- Schedules for and reports on return to industry activities, testimonials, referee reports (submitted with Professional Development Form annually).
- Currency of professional development/training (Professional Development Form submitted annually).
- Copies of qualifications.
- A current copy of resume (submitted with Professional Development Form annually)
- Trainers & Assessors are also required to provide a list of any Personal Development for the past twelve months and any proposed Personal Development required for the next 12 months (recorded on the Professional Development Form annually).
- Professional Development can include (but is not limited to):
 1. Attendance at relevant professional workshops, seminars and conferences on learning or assessment;
 2. Participation in networks, communities of practice or mentoring activities;
 3. Personal development through reading of industry journals;
 4. Participation in projects with industry;
 5. Continuous Development Plan;
 6. Induction programs;
 7. Meaningful engagement with professional and relevant industry bodies;
 8. Teaching and learning methods, understanding of the VET system;
 9. Reviewing SHB Hairdressing and Beauty Services Training Packages and/or Accredited Courses;
 10. Reviewing data from learners/stakeholders;
 11. Information from Regulatory Bodies; and
 12. Shadowing or working closely with other trainers and assessors.

Facilitators and Assessors are required to annually record and report on their professional development.

TRAINER & ASSESSOR POLICY

Trainers and Assessors who are responsible for the training/assessment of learners need to possess the necessary competencies in training. Prior to a Trainer and/or Assessor commencing work for AIBA, their experience and qualifications are checked against the Trainer/Assessor Competencies outlined in the relevant Course Document or SHB Hairdressing and Beauty Services Training Package, ensuring that they:

From 1 January 2016, an RTO's training and assessment must be delivered only by persons who have:

- *vocational competencies at least to the level being delivered and assessed;*
- *current industry skills directly relevant to the training and assessment being provided;*
- *current knowledge and skills in vocational training and learning that informs their training and assessment; and*
- *TAE40110 Certificate IV in Training and Assessment or its successor or a qualification in adult education at a diploma or higher level.*

To ensure trainers and assessors continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence, they are required to report on their professional development annually by completing a Professional Development Form (refer to Professional Development Policy).

WORKING UNDER SUPERVISION

AIBA does not allow any persons who do not meet Clauses 1.13 – 1.16 of the Standards for Registered Training Organisations (RTOs) 2015 to formally conduct any training or assessment.

In some cases, industry experts may be invited to provide information as a guest lecturer, but only under direct supervision of the Trainer who must be present at the time of the lecture. These lectures are treated as an additional / supportive resource and not formal training.

THIRD PARTY PROVIDERS POLICY

AIBA do not currently have any Third Party arrangements, however if AIBA chooses to partner with other organisations who have experience or qualifications in a particular area of training.

AIBA will have, and comply with, a written agreement with each organisation that provides training and/or assessment on behalf of AIBA. This will specify how each party to the agreement will discharge its responsibilities for compliance with the Standards for Registered Training Organisations (RTO's) 2015.

AIBA's Training Partners may be involved in the administration, delivery, and assessment of training. Training Partners are obligated by the agreement to comply with AIBA's Policies and Procedures.

Before entering into a written agreement prospective Training Partners are required to read and understand all aspects of the AIBA's Policies and Procedures Manual. Partners will be monitored throughout the delivery of training to ensure that their operations, training and assessing are adhering to the AIBA's Policies and Procedures Manuals. AIBA will ensure that at all times it has sufficient strategies and resources to monitor any services delivered on its behalf.

AIBA will ensure that any Third Party provider is legally contracted to comply with the National Regulator. This may include an information requests, or in audits or the monitoring of its operations. AIBA will notify the National Regulator, through ASQA net, of any Third-Party agreement within 30 calendar days of the agreement being reached.

AIBA will ensure that learners are advised as soon as practicable of any changes to new or existing Third Party arrangements

QUALIFICATIONS ISSUANCE POLICY

To be issued an AQF qualification the candidate must successfully complete and be assessed as competent against the core units of competence and elective units of competence for each qualification.

AIBA will ensure that it complies with Schedule 5 of the Standards for Registered Training Organisations (RTOs) 2015. This includes the requirements for:

- Issuing AQF Qualifications
- Issuing Statements of Attainment

AIBA will ensure that it keeps a register of all statements of attainment and ensure that these records are stored a period of 30 years. AIBA will ensure that it complies with any reporting request from the VET regulator.

AIBA will ensure that all Certificates are issued within 30 calendar days of the learner being assessed as meeting the qualification requirements.

Learner records will be kept as per the Records Management Policy.

STATEMENT OF ATTAINMENT

A Statement of Attainment will be issued to learners who, upon completion of their course have achieved some, but not all of the required units of competency of the course. Some courses may require completion of both theoretical and practical components in order for a unit of competency to be awarded. A Statement of Attainment will also be issued if the learner completes over and above the required electives for their qualification.

UNIQUE LEARNER IDENTIFIER POLICY

AIBA ensures that it meets the requirements of the Learner Identifier scheme, by:

- Requesting Unique Learner Identifiers (USI) upon enrolment;
- Verifying the USI provided with Registrar before using that Learner Identifier for any purpose;
- No learner will be enrolled without the verification of a USI.
- No AQF certification documentation will be issued to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the Learner Identifiers Act 2014;
- Where an exemption described in Clause 3.6 (b) applies, AIBA will inform the learner prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
- Ensuring the security of Learner Identifiers and all related documentation under its control, including information stored in its learner management systems.

MARKETING AND ADVERTISING POLICY

AIBA ensures its marketing and advertising of AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration. The NRT logo is employed only in accordance with its conditions of use as determined by the Standards for RTO's 2015.

AIBA fully discloses all information about services provided and the services advertised match the services provided by AIBA. AIBA gains permission and keeps a record of the permission (see Talent Release Form) of use of any person's image or name or any other organisation's identity in marketing materials.

AIBA does not advertise or market in any way accredited courses, qualifications or units of competency that are not on AIBA's scope of registration³⁵.

Marketing may include any website information, advertising banners, flyers, faxes, emails, handbooks, prospectus or other materials that promote the services of AIBA. AIBA will ensure that the following standards are met:

- distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;
- includes the code and title of any training product, as published on the National Register, referred to in that information;
- only advertises or markets a non-current training product while it remains on the RTO's scope of registration;
- only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised; ^[1]_[SEP]

does not guarantee that:

- a learner will successfully complete a training product on its scope of registration; or
- a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2; or

- a learner will obtain a particular employment outcome where this is outside the control of the RTO.

LEARNER INDUCTION POLICY

Prior to enrolling, all learners will acknowledge that they have read the Learner Handbook. This document will inform future learners of what they should expect from AIBA and their rights as a learner.

AIBA will provide learners with relevant advice before commencing their course to ensure that they are able to determine the relevant training product for their learning needs. This advice will include the following:

- the code, title and currency of the training product;
- estimated duration of the course;
- expected locations of delivery and assessment;
- expected modes of delivery;
- Any work placement agreements.

Learners are provided current and accurate information through the AIBA website and the Learner Handbook to enable them to make informed decisions about their expectations when training with AIBA.

AIBA will ensure that prior to enrolling learners are informed of the complaints and appeals process (Refer to the Complaints and Appeals Policy)

If requested or required, potential learners needs will usually be evaluated over the phone, through email communication or in person by listening and providing prompt solutions to their education needs based on the information that has been received from the potential learner.

AIBA will ensure through the collection of enrolment information that learners are aware that assessment and delivery methods can be adjusted to meet their specific requirements and needs.

Learners declare upon enrolment, if they have any areas of disability, impairment or long-term condition that may affect their training. If a learner identifies that they have a disability, impairment or long-term condition the trainer who will be working with the learner is notified by phone, email or in person (depending on the level of sensitivity needed).

Learners will be made aware of all relevant fee information including fees paid to the RTO, terms and conditions and the AIBA refund policy (Refer to Refund Policy). Learners are informed before enrolling their right to refund in the event of termination or the RTO not being able to provide the agreed services (Refer to RTO Closure Policy).

DISSEMINATION OF CLEAR INFORMATION TO LEARNERS

AIBA provides accurate, relevant and up-to-date course information for learners prior to commencement. This includes:

- Learner selection, enrolment procedures - outlined in the Learner Handbook;
- Course information (including; content, fees and charges, refund policy and vocational outcomes) - outlined at australianinstituteofbodyarts.com.au
- Provision for language, literacy and numeracy support in assessment - outlined in the Learner Handbook and the Training and Assessment Strategy;
- Flexible learning and assessment procedures - outlined in the Learner Handbook and the Training and Assessment Strategy;
- Welfare and guidance services - outlined in the Learner Handbook;
- Appeals, complaints and grievance procedures - outlined in the Learner Handbook and this Policies and Procedures Manual;
- Recognition of Prior Learning (RPL) arrangements - outlined in the Learner Handbook and relevant course RPL Guides

RTO CLOSURE POLICY

If AIBA ceases to operate, it will, within 14 days of ceasing, forward all learner results, including learner records (name, address and any identifier, such as date of birth) to the relevant Government authority. The documentation is to be a complete, accurate and ordered copy of all learner results/details since initial registration. The records must be in the form of an electronic copy or hard copy and include software details if appropriate.

Details of qualification/statements of attainment issued to learners, and a list of the competencies/modules achieved for each learner, must be included.

In the event that Australian Institute of Body Arts is unable to deliver a course in full, learners will be offered a partial refund calculated by the training received to date. The refund will be paid within 2 weeks of the day on which the course ceased being provided. Alternatively, an alternative course may be offered by Australian Institute of Body Arts at no extra cost to the learner.

A learner has the right to choose whether to receive a full refund of course fees, or to accept a place in another course. If placement in another course is chosen, formal acknowledgment from the learner will be required.

An organisation which delivered training to its own staff and continues to operate its core business after it relinquishes its registration status may continue to hold the learner records to provide easy access to records for employees. These organisations are reminded that such records must be kept for 30 years.

COURSE WITHDRAWAL POLICY

All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted via post to:

- 11 Clare St, Athol Park, SA 5012
- Or email to: info@ausiba.com.au

If a learner does not provide written notice of withdrawal before course completion, no refund will be given.

If the learner does not provide a notice of withdrawal and does not start the course on the agreed starting date, Refunds will be calculated as per the refund policy (available online or by contacting AIBA).

COMPLAINTS AND APPEALS POLICY

PURPOSE

The purpose of AIBA complaints and appeals policy is to provide a learner with the opportunity to access procedures to facilitate the resolution of a dispute or complaint. The internal complaints and appeals processes are based on the principles of conciliation and mutual cooperation.

COMPLAINTS & APPEALS

Complaints are taken seriously by **Australian Institute of Body Arts Pty Ltd**, and a record is maintained as part of our continuous improvement strategy. To ensure a satisfactory outcome for all, **Australian Institute of Body Arts Pty Ltd** provide a detailed process for learners and potential learners to follow so that **Australian Institute of Body Arts Pty Ltd** may have the opportunity of rectifying the matter immediately.

Raising a complaint

If a learner or potential learner has a complaint this should be raised, in the first instance, to their trainer/assessor in writing providing details of the complaint and any relevant persons involved.

The details of the concern will be directed to the CEO of **Australian Institute of Body Arts Pty Ltd** and a response will be generated within three (3) business days of receipt of the complaint.

If the learner has found the results of this unsatisfactory, they can initiate a complaint by instigating an external appeal.

External appeal

If the learner is not satisfied with the outcome, and it has not been resolved within sixty (60) days, the student may request that the matter be referred to the Australian Skills Quality Authority (ASQA) or an independent third party for review. **Australian Institute of Body Arts Pty Ltd** are not responsible for any third party costs incurred by the student. For information regarding making a complaint to ASQA use the following link: <https://www.asqa.gov.au/complaints/make-complaint-domestic-students/submit-complaint-asqa>

APPEALS

The learner has 3 attempts at each assessment task and will be provided with constructive feedback and direction on each attempt. A learner has the right to appeal any assessment decision of Not Satisfactory, including RPL evidence. Decisions will be discussed informally with the trainer/assessor by phone or email. If the learner does not agree with the reviewed outcome, the learner has the right to formalise their case as follows:

RE-ASSESSMENT APPEAL

Each assessment task can be attempted 3 times.

If a learner does not agree with a decision of Not Satisfactory, they must appeal within 21 days of the result being posted or advised to the learner.

APPEAL AGAINST RECOGNITION OF PRIOR LEARNING (RPL)

A learner can appeal a decision of not yet competent, if the learner believes their application for RPL:

- provides sufficient evidence entitling them to be granted RPL
- Can be supplemented with additional evidence to adequately demonstrate the skills and experience required as long as it is within 21 days from the result being posted or advised to the learner:

ACADEMIC APPEALS

A learner must appeal a final result of assessment within 21 days from the Result of Assessment being issued if:

The learner has been assessed as not yet competent against specific competency standards

- The learner feels they have sufficient grounds and evidence entitling them to be assessed as competent
- That learner can adequately demonstrate they have the skills and experience to be able to meet the learning outcomes of units they are appealing against.

The independent person(s) will usually be:

- Independent mediation is available through the Dispute Resolution Branch, Department of Justice and Attorney- General.
- The Brisbane Centre contact details: Level 1 Brisbane Magistrates Court, 363 George Street, Brisbane, Qld 4000. Telephone: +61 7 3239 6269, Fax: +61 7 3239 6284, website: www.justice.qld.gov.au/mediation/contacts.htm providers/learners outside Brisbane may use the Toll Free No: 1800 017 288. At present there is no fee for use of this service, but this may change.

If a learner is concerned about the actions of the provider they may approach the Australian Skills Quality Authority. The Australian Skills Quality Authority has the power to suspend or cancel the provider's registration or a course if a breach of the requirements of registration provision is proved. ASQA has information about how to make a complaint on their website. <http://www.asqa.gov.au/complaints/complaints.html>

FINANCIAL MANAGEMENT POLICY

AIBA provides information about fees which is clearly expressed and in language that clients understand. All fees and charges are included in this information, including

possible fees and charges such as RPL charges and additional charges imposed if the learners do not successfully complete their programs. The following fee information is made available to each client:

- the total amount of all fees including course fees, administration fees, materials fees and any other charges
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee
- the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to learners who are deemed not yet competent on completion of training and assessment, and
- the organisation's refund policy.

AIBA is able to demonstrate that it is financially viable (able to generate sufficient income to meet operating payments and debt commitments while delivering quality training and assessment services and outcomes) at any time that it is requested to by the registering body. When collecting fees in advance, AIBA accepts payment of no more than \$1000 from each individual learner prior to the commencement of the course.

Following course commencement, the payment of additional fees in advance from the learner is collected but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the learner does not exceed \$1,500.

AIBA's CEO ensures that at all times, AIBA cooperates as required to relevant governing bodies and other state departments in all matters but not limited to the following:

- providing an annual compliance declaration to the VET regulator that states that it currently meets the Standards across the scope of its registration and has training and assessment strategies in place to ensure that current and prospective learners will be trained and assessed in accordance with the Standards (Refer also to the Training and Assessment Strategy Policy)
- in the conduct of audits and monitoring of its operations
- by providing accurate and timely data relevant to measures of its performance
- by providing information about significant changes to its operations
- in the retention, archiving, retrieval and transfer of records consistent with its registering body's requirements.

AIBA identifies and complies with relevant Commonwealth, State & Territory Legislation and regulatory requirements including:

1. Workplace Health & Safety
2. Workplace harassment, discrimination & bullying
3. Anti-discrimination, including equal opportunity, racial vilification & disability discrimination
4. Vocational education & training

Accountability is tested, in part by its participation in external audits, through the data we report to its registering body and through the confirmation that AIBA remain financially viable.

AIBA is committed to a process of constant improvement and review and will be cooperative with the registering body when in matters concerning audit and monitoring requirements as per AIBA's registration. AIBA's Management will cooperate with the registering body when scheduling audits and making relevant staff available for audit.

FEES AND REFUNDS POLICY

Refund policies may vary between courses. For the refund policy specific to your course please see our website or contact us prior to enrolment.

AIBA will ensure that for all courses, learners prior to enrolling will be provided information about:

- The fees that must be paid.
- Payment conditions.
- AIBA's refund and withdrawal policy.
- Refunds in the event of AIBA not providing the agreed services.
- AIBA's Complaints Policy.
- Delivery of course
- Any workplace arrangements
- Assessments
- RTO number
- AIBA will ensure that learners are informed in a timely way if there are any changes to the services being provided. This includes changes in ownership, new third party arrangements or existing third party arrangements.

INSURANCES POLICY

AIBA will ensure it has all the insurance cover necessary to carry out its business, which may include but not be limited to:

- workers compensation
- public liability
- professional indemnity

Updated documentation related to insurance policies will be kept on file for immediate access when required.

COMPLIANCE WITH COMMONWEALTH, STATE & TERRITORY LEGISLATION AND REGULATORY REQUIREMENTS AND GOVERNING BODIES POLICY

AIBA is committed to providing our registering body with any and all information and data relating to measurements of AIBA's performance upon request and in accordance with the timeframes required by the registering body, for example; the collection and reporting of the National Quality Indicator data.

These quality indicators are:

- Learner satisfaction (learner engagement and competency development). This indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, as well as learners' perceptions of the quality of their competency development and the support they receive from RTOs.
- Employer satisfaction (competency development, and training and assessment quality). This indicator focuses on employers' evaluations of learners' competency development, its relevance to work and further training, and the overall quality of the training and assessment.
- Competency completion rate. This is calculated for qualifications and units of competency/modules delivered, based on data provided by RTOs on the previous calendar year's number of enrolments and qualifications completed and/or units of competency/modules awarded.

AIBA is in full cooperation with all governing bodies and we provide feedback upon request in regards to the above quality indicators so we can work in cooperation together to achieve maximum potential in our training and assessment operations.

AIBA is committed ensuring that the registering body is made aware of changes to its operations, for example, significant changes in management, change of address or company structure.

AIBA will report these changes to the registering body in a timely way that ensures compliance with the regulatory standards.

AIBA will ensure the registering body is provided with any and all information and data relating to measurements of AIBA's performance upon request and in accordance with the requested timeframes by ASQA.

AIBA is committed to providing the registering body with any information relating to significant changes to AIBA's operations as they happen.

RECORD & INFORMATION MANAGEMENT POLICY

AIBA ensures secure storage, including backup of records. All records relating to individuals are handled in a way consistent with the privacy act including but not limited to the following:

- All learner and staff records will be kept in secured filing cabinets and/or on a computer system that requires a password to access it.
- There is no unauthorised third party access allowed to learner files without the express written permission of the learner using the Personal Information Disclosure Form, other than access required for legal reasons.
- Learners may view their records and any other information recorded about them at any time by submitting a Personal Information Disclosure Form
- Backup copies are made regularly of all essential records and a copy of them kept in a secure location off site

- All other records required by the registering body will be kept as indicated in the Retention of Records Table in this Policies and Procedures Manual
- As each Course is progressing an Administration File will be created for each learner ensuring that all necessary information is contained in each. They will be kept in a secure location.
- Along with the above AIBA's record keeping will comply with the requirements of any necessary external bodies.

RETENTION OF RECORDS FOR ACCURACY & INTEGRITY

DEFINITIONS

Learner results

This is a record of the final assessment outcome for each unit of competency. It must include the code and title of the unit of competency plus the date achieved.

Qualifications / Statements of Attainment issued

This is a record of qualifications and or statements of attainment issued to learners. The documents must meet the requirements of the Australian Qualifications Framework (AQF) Implementation Handbook and the endorsed SHB Hairdressing and Beauty Services Training Packages and/or accredited courses within the scope of the registered training organisation's registration. Enough information to reproduce the qualifications/statements of attainment, including the date of issue, is required. A list of units of competency achieved by each individual learner must be retained as part of this information.

Completed assessment items

This refers to the actual piece of work completed by the learner, or evidence of that work and includes evidence collected for an RPL process. An assessor's completed marking guide/criteria/observation checklist for each learner may be sufficient where it is not possible to retain the learner's actual work. However; the retained evidence must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required. Clear benchmark criteria (e.g. model answers) against which the learner's performance has been judged must be included in the evidence. The assessor's checklist must include a summary of feedback given to the learner, the name of the assessor and the date of the assessment.

Assessment instruments

These are documents that clearly demonstrate what has been assessed, how this occurred and the linkage to the competency standards in the training product (SHB Hairdressing and Beauty Services Training Package/accredited course). The assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision, such as benchmark criteria (e.g. model answers) which list the key points. Assessment instruments may address a cluster of competencies as applicable for holistic assessment.

STORAGE REQUIREMENTS

All records will be kept by AIBA securely and confidential information will be safeguarded. Records will be kept to avoid fire, flood, termites or any other pests and be available for perusal by departmental auditors at a scheduled audit. ^[SEP]A backup of

all records will be kept (including hard copy records if these are the only records). If only electronic records are kept, the mechanism by which the material can be retrieved must be retained.

RETENTION OF RECORDS

Please see the Retention of Records Table on the following below:

ITEM DESCRIPTION PERIOD & AMOUNT TO BE RETAINED

Learner Results

Records may be electronic or hard copy and should show, for each unit of competency, the result (usually a notation of competent/not yet competent), and the date of result.

Qualifications/ Statements of Attainment Issued

A record of qualifications/statements of attainment issued to each individual learner must be retained. This may be either electronic or hard copy, and must contain enough information to reproduce the qualification/statement of attainment if required. A record of units of competency achieved by each individual learner must also be retained.

Assessment Instruments/tool/procedures and assessors' marking guides/criteria/observation checklist

A master copy of each version of all assessment tools. This includes criteria by which an assessor would base assessment decisions, such as model answers which list the key points and/or other benchmark criteria. The assessment instruments will be reviewed by the audit team, including industry advisers where appropriate.

If a model is used as part of an assessment, then either the model or a detailed description of its critical components should be retained.

RETENTION GUIDE

Keep 100% for 30 years Standards for RTO's 2015 (Schedule 5)

Keep 100% for 30 years.

Keep a master copy of all versions of assessment instruments/tools/procedures used for 7 years following the last date of use.

Master copies may be retained electronically or in hard copy. However, sufficient information must be retained to confirm which version of each assessment tool was used on a given date.

Completed assessment items

The RTO will need to keep sufficient evidence of how the assessment was made to justify the decision if there is an appeal. This includes evidence collected for RPL purposes.

If possible, the completed assessment items must be retained until the expiry of the RTOs appeal period. If it is impossible to keep all completed assessment items, the assessor's observation checklists or similar documents must be retained, along with evidence (e.g. photographic or video evidence) of the completed work.

After the appeal period*

The RTO will need to keep sufficient evidence of how the assessment was made to justify the decision. This includes evidence collected for RPL purposes.^[1]^[SEP] If possible, the completed assessment items must be retained. If it is impossible to keep all completed assessment items, the assessor's observation checklists or similar documents must be retained, along with evidence (e.g. photographic or video evidence) of the completed work.

The retained evidence must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required.

Clear benchmark criteria against which the learner's performance was measured must be included in the evidence. The assessment tool must include a summary of feedback given to the learner, the name of the assessor and the date of the assessment. If no checklist is used, the complete assessment item itself must be retained.

100% of records must be retained until the expiration of the RTOs appeal period.

After the appeal period*

For each unit of competency delivered by the RTO, keep all learner assessment evidence for each selected learner from each cohort** for a minimum of 6 months after confirmation of the final result (i.e. expiry of the appeal period) for a sample of learners as follows:

Every learner – when cohort comprises 1 to 10 learners

10% or 10 (whichever is greater) when cohort comprises over 10 learners. The sample of learner records retained should be representative of the standard of the RTOs records for that cohort.

*NOTE: Additional retention periods and conditions may be imposed by contractual or regulatory requirements.

CONTINUOUS IMPROVEMENT POLICY

AIBA will ensure that it complies with the Standards for RTO's 2015 at all times. To ensure compliance AIBA ensure that its continuous improvement procedures provide the structure for AIBA's strategy. This procedure uses the following steps:

AIBA systematically collects information and feedback to assist in the continuous improvement process from the following sources:

- Quality/performance indicator data collected

- Validation outcomes;
- Client, trainer and assessor feedback;
- Complaints and appeals;
- Learners – at the end of their course using the End of Course Feedback Form
- Trainers – encouraged to provide feedback at any time and also requested to provide feedback as required
- Industry and Other Stakeholders – as required
- Internal and external audits
- RTO Staff - Staff, Trainer, Assessor & learner meetings
- Informal discussions
- Emails
- External experts & attendance at seminars, information days etc.

After approval is given – if improvements are necessary - appropriate staff member(s) are delegated responsibility to make any changes necessary.

DESIGNATION OF AUTHORITY & RESPONSIBILITIES POLICY

AIBA has designated person or persons, with direct access to AIBA's CEO, who has defined responsibility and authority to:

- Ensure that AIBA complies with the Standards for RTO's 2015 across all of its operations and in all of its training/assessment activities, including those undertaken by other persons or bodies on its behalf;

Ensure that AIBA provides for examination of documentation and reasonable access to all areas, records (including internal audit reports) and staff as required by the registering body for the purposes of audit;

- Report to the CEO on AIBA's compliance with the Standards for RTO's 2015, for review and as a basis for improvement;
- Apply to ASQA for any extension to scope of registration;
- Provide details, upon the request of the State or Territory registering body that has registered it, of all operations within its scope of registration including operations in other States or Territories and outside Australia;
- Advise ASQA that AIBA has commenced operations in any other State or Territory within 21 days of commencing the interstate operations; and
- Provide ASQA with accurate and timely information (Within 90 days) regarding registration and compliance (including major changes to AIBA's system or staffing profile, relocation of AIBA, financial difficulties and transfer of client records).

RISK MANAGEMENT POLICY

AIBA identifies and manages risks concerned with quality control and compliance through the following:

1. The CEO is responsible for analysing risk status of the organisation. The risk analysis and its associated procedures may be delegated to the Training staff that are responsible for reporting to the CEO regarding the organisation's risk status.

2. Following the identification of a risk, the results will be circulated to staff, including administrative and training staff.
 - Staff will be asked to email the CEO at anytime outlining any changes that they believe need to be made.
 - The CEO will assimilate any staff comments to create a plan to appropriately manage any risks.
 - The CEO will ensure that the recommendations to manage risks are followed by regular monitoring of progress in consultation with other relevant staff members
 - Learners are invited to contribute to this process. If a learner becomes aware of anything that might potentially hinder the delivery of training, they are encouraged to contact us.

CHANGES TO LEGISLATION POLICY

AIBA systematically identifies the legislation that relates to its operations; ensure that it is complying with this legislation; and, that it continues to comply with it. AIBA identifies and complies with relevant Commonwealth, State & Territory Legislation and Regulatory Requirements including:

- Occupational Health & Safety
- Workplace harassment, discrimination & bullying
- Anti-discrimination, including equal opportunity, racial vilification & disability discrimination
- Vocational Education & Training

When staff commence working for AIBA (and on an ongoing basis as required) they are informed of the impact the legislation has on the way in which they carry out their duties.

AIBA requires staff to complete to be provided with induction information (see Staff Induction Policy) and professional development which include being aware of information on relevant legislation and related rights and responsibilities. When AIBA becomes aware of any changes to relevant legislation, it disseminates the information to all relevant staff via email.

Learners are provided with information about relevant legislation when completing orientation (see Orientation Checklist).

PRIVACY POLICY

Personal information collected as a result of your enrolment may be used by the Department of Employment and Training for statistical requirements for vocational education and training information.

It may also be used by ***Australian Institute of Body Arts Pty Ltd*** for future planning, reporting, communication, research, evaluation and auditing and marketing. Only authorised ***Australian Institute of Body Arts Pty Ltd*** and the RTO staff has access to this information.

Your personal information may be disclosed to Commonwealth and State Government authorities and agencies for statistical purposes.

- If you are under the age of eighteen (18) years your personal information, attendance details, progress and results may be disclosed to your parent/guardian.

GOVERNANCE POLICY

AIBA complies with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 as well as other relevant Commonwealth, State and Territory legislation. This is critical for AIBA to deliver training products that have integrity, and which fulfil their obligations to our students by meeting the Financial Viability Risk Assessment Requirement as guided by legislation.

Policy

If AIBA decides to participate in any third party, arrangements will be documented and transparent informing the regulator within the required set time period. AIBA's executive must sign the 'Fit and Proper Persons Form', meeting these requirements, and have full authority to ensure AIBA meets the Standards for Registered Training Organisations (RTO's) 2015. ASQA will be notified of any changes to AIBA executive.

Students

Students are advised in the Student Handbook:

1. AIBA is monitored by the regulator with accurate, up-to-date information about AIBA;
2. AIBA conforms to the relevant legislation and regulatory requirements of an RTO;
3. Of the requirements that relate to their training and assessment;
4. Of their informed choices through AIBA providing accurate and up-to-date information.

Industry/Employers

Employers and other industry stakeholders are assured AIBA complies with the Standards for Registered Training Organisations (RTO's) 2015.

Cooperation with ASQA

AIBA complies with Clause 8.1 of Standards for Registered Training Organisations (RTO's) 2015 by ensuring all information requests from ASQA are relevant, accurate and truthful when:

1. conducting and recording annual internal audits and continual monitoring of its operations
2. providing quality/performance indicator data including, but not limited to, 'Total VET Activity' data, and 'Quality Indicator' data.
3. providing information within 90 calendar days of any change occurring which may have a substantial impact to AIBA operations, including changes to

ownership, or any event that would significantly affect the RTO's ability to comply with these standards

4. retaining, archiving or retrieving and transferring of records.
5. providing an annual 'declaration of compliance with the Standards' to demonstrate that AIBA systematically monitor compliance with the Standards and whether any issues identified have been corrected.