



STUDENT HANDBOOK



**Hammond
Institute**
Quality Education Since 2001

WELCOME TO THE HAMMOND INSTITUTE – TOID 90720

Congratulations on undertaking an educational journey with Hammond Institute!

Dear Learner,

On behalf of all the staff at Hammond Institute, we warmly welcome and thank you for choosing Hammond Institute for your career and academic development.

Your enrolment is an essential step in further developing and/or formally recognising your skills and knowledge to assist you in your career aspirations.

We will strive to provide you with a first-class experience that is based on up-to-date practices and skills as used in the workplace and community.

Our vision is to enable learners to achieve their chosen career goals by providing flexibility in accessing training. To provide excellence in the training and support provided to assist you in your path to career satisfaction.

Our goals are to:

- Provide accessible training for everyone;
- Allow learners to choose their learning pathway and method of assessment to prove competence;
- Make learning enjoyable, supportive and ensure we encourage a continued search for knowledge and up-skilling.

This Learner handbook will provide you with information about Hammond Institute, as well as the services we offer and how to enrol.

At any time, if you require additional information, please visit our website hammond.edu.au or contact us on 1800 788 399.

We also welcome your comments. Tell us about things we have done well, or could have done better, so we can continue to improve our services to our Learners.

Feedback forms are available in each of our courses as well as via our website.

Once again, on behalf of the Hammond Institute team, we welcome you and look forward to working with you.

Kind regards,

Vinod Verma
CEO

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GENERAL INFORMATION ABOUT HAMMOND INSTITUTE

Introduction

Hammond Institute is passionate about measuring successful learning outcomes for you. This has meant that we have had to develop robust processes to ensure the success of each learner's education goals. Our approach to providing you with a safe, fair, and supported environment to participate in training and assessment. This handbook does not provide you with specific information about a particular course offered by the Hammond Institute. This information is provided separately, on our website www.hammond.edu.au or by contacting the Hammond Institute.

About Hammond Institute

The Hammond Institute is a Registered Training Organisation (RTO) providing high-quality training to students in Australia. Hammond Institute has modern, up-to-date facilities, and boasts a team of qualified and dedicated Trainers and Assessors.

The Learner

As a Registered Training Organisation (RTO) registered with the Australian Skills Quality Authority (ASQA), Hammond Institute is responsible for the quality of the nationally recognised training and assessment we deliver. This means that we will comply at all times with the regulations that govern RTOs, being the VET Quality Framework, including the Standards for RTOs 2015.

To ensure our compliance with the framework and standards above, we implement rigorous internal policies, procedures and systems that ensure that our operations are compliant. In addition, we participate in audits with ASQA and other national and state regulatory bodies upon their request.

As an RTO, Hammond Institute is also responsible for issuing your AQF certification documents in line with the procedures outlined in this Handbook.

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook.

This handbook is designed to give you some relevant information about your studies and answer any queries you may have about your training.

Please take some time to read this handbook and if you require any further information, check out our website or give us a call.

We look forward to celebrating your achievements with you. Good luck!

Mission Statement:

At the Hammond Institute, our mission is to develop key job-ready skills continually.

Our values

- Deliver what we promise
- Celebrate achievement
- Promote a culture of continuous improvement
- Be remarkable
- Share ideas
- Work hard and have fun.

At Hammond Institute, we live by these values and we hope you will too.

Our Objectives

In recognition of our mission, our objectives are:

- **Industry Engagement:** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. Our training and assessment are developed on industry needs and expectations.
- **People:** We strive to attract, recruit and retain talented, competent and committed trainers and assessors. We promote excellent performance through leadership and ongoing targeted professional development.
- **Safety and Equality:** We are committed to providing an environment which is safe, equitable, and promotes a confident and productive training and assessment environment.
- **Integrity and Ethics:** We conduct ourselves by shared and agreed on standards of behaviour, which holds ethical conduct and integrity as our highest priorities.
- **Quality Committed:** We aspire to deliver consistent, high quality services, and apply quality systems that support training and assessment superiority.
- **Learner Focused:** We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.

Before enrolment

The following information is for prospective students to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- Information about, amongst other things, all fees and additional charges, assessment and Recognition of Prior Learning (RPL) and Credit transfer(CT)
- Applicable qualifications/courses by the appropriate code and title;
- Outline the currency of the qualifications/courses in question;
- Outline the duration of the training and the assessment requirements;
- Specify modes of delivery and delivery locations;
- Specify entry requirements for the course;
- Provide information specific to student contributions and responsibilities;
- Student support, facilities and resources
- Outline if any training/assessment is to be conducted under third party/subcontracting arrangements.
- Government funding entailment (for VIC funded students)
- Pre-training review process

Getting started

Once we process your enrolment, you will be provided with a Training Plan which will include:

- the units/competencies to be obtained;
- the timeframe for achieving these units/competencies;
- the training to be undertaken;
- the delivery modes to be employed;
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training (as applicable);
- Trainer responsible for the delivery and/or assessment of each competency;
- information about your trainer and assessors;
- assessment details and arrangements;
- a record of any recognised prior learning (RPL) for qualifications and credit transfer granted before

commencing the course. RPL involves the assessment of any existing relevant skills. This crediting process may reduce the length of the course of study.

- the name of the qualification to be issued;
- any other specific requirements to be met under the particular training contract in question.
- Program Unique supervised hours and Program Supervised Teaching Activity Completion Date

Unit dates may change over time – your trainer will keep you and your training plan updated.

You will also undertake a Language, literacy and numeracy (LLN) assessment relevant to your course. Is to identify whether additional support is required to complete your course successfully. More details are provided later in this handbook.

Learner-centric training

Hammond Institute provides learner-centric training:

- We offer innovative, responsive and learner-centric training that reflects the learning styles and needs of our learners and industry.
- We consult with industry and incorporate feedback into our training and business operations.
- We create innovative methods of training delivery and skills development that improve people performance, productivity and employment opportunities and are responsive to the needs of our learners.

Hammond Institute therefore provides:

- Learning that is professionally and workplace relevant and improves career opportunities
- Flexible training options, recognising the needs of each learner
- Training Consultants with recent and relevant industry experience who are required to maintain currency in their industry experience
- Innovative and responsive training delivery
- Expertise to identify and clarify training needs and delivering training that meets those needs
- Learning programs that make sense in the work environment
- Learners with the required skills for the present and future
- Where appropriate, practical and hands-on skills linked to theoretical knowledge
- Learning environments that adapt to change
- Learning that leads to career advancement

Education and Training Delivery

Hammond Institute incorporates adult learning principles into the training and assessment strategies of all its training programs. Hammond Institute will, before the training program commencement, give participants all relevant information about the program of study, availability of learning resources and appropriate support services.

A pre-training review will also be conducted to identify any specific needs, including skills recognition or Recognition of Prior Learning (RPL) that individuals may have and other aspects of the training.

Hammond Institute will ensure that training and assessment occur per the requirements of the training program and the endorsed Training Package and where appropriate, the Training Package guidelines for customising. Hammond Institute tailors its education and training programs to meet the needs of the individual.

Participants are encouraged to take responsibility for their learning and to participate in the learning and assessment process actively.

Your Trainers and Assessors

Hammond Institute will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development are identified and undertaken by a person or persons with relevant qualifications and experience.

Hammond Institute will ensure that all Trainers and Assessors have:

- the necessary training and assessment competencies as determined by the National Quality Council (Currently, Australian Industry and Skills Committee) or its successors;
- have the relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly related to the training program being delivered; and
- will continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Your Trainer and Assessor can provide you with assistance on any aspect of the course content, resources or assessment activities.

Pre-Training Review

A pre-training review ensures that the training and assessment strategy is designed to meet your individual needs and your workplace requirements. This information will enable Hammond Institute to understand your training needs, your current competencies that relate to the course, the opportunity for Recognition of Prior Learning (RPL) and to ensure that your Language, Literacy and Numeracy skills suit the training and assessment strategies.

Hammond Institute will conduct a pre-training review for each participant. Pre-Training Review includes a documented review of:

- a detailed outline of the training program;
- the sufficiency of the information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
- the appropriateness of the course and AQF level for the individual student (prior to enrolment);
- Pre-training review form
- the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment);
- a language, literacy and numeracy (LLN) assessment to identify student's language, literacy and numeracy skills to determine future support needs (before or after enrolment but before training commencement);
- final training plan negotiation.

to ensure that participants are provided with high quality training that meets their needs.

Hammond Institute will use this review to provide you with the support you require in areas such as language, literacy and learning and assessment, while ensuring you will get the maximum outcomes and benefits from the course you are enrolling in, according to your learning objectives, career aspirations and skill level.

Pre-training assessment is to ensure Hammond Institute is compliant with the following requirements:

- Standard 1.7 of the National VET Regulator Standards for Registered Training
- Obligations outlined under Hammond Institute's contract with the State Government to deliver government-subsidised training

Pre-training reviews will also ensure that all participants are enrolled in an appropriate training program and identify any special needs with their learning requirements. Participants who do require assistance or support with any particular need, including LLN, can speak confidentially with their Trainer and Assessor. Hammond Institute's experienced staff

can discuss options for participation in training programs to assist participants in achieving competence.

The Victorian Training Guarantee (Skills first)

The Victorian Training Guarantee makes vocational training more accessible to people. To check your eligibility please visit <https://hammond.edu.au/skills-first-funding/>

Apprentice/Trainee

What is an Apprenticeship or traineeship?

A traineeship is a training contract between an employer and an employee in which the apprentice/trainee learns the occupation or trade. A traineeship can be undertaken on a full time or part time basis and can be used to learn new skills and or further develop skills industry. Traineeships include structured, off-the-job training or workplace based training organised. Successful completion will lead to trainees receiving a nationally recognised qualification.

Eligibility Requirements for Apprentice/Trainee

In addition to above eligibility requirements the Individual needs to be:

- a) employed in Victoria in either a full time or part time capacity under an award or registered agreement;
- b) undertaking an Approved Training Scheme;
- c) a signatory to a Training Contract with their employer which is registered with the VRQA;
- d) a signatory, jointly with the employer and the RTO, to a Training Plan; and
- e) involved in paid work and Structured Training, either workplace based or off-the job.

Whether an individual is an Apprentice or a Trainee depends on how the qualification they are undertaking is designated in the relevant Approved Training Scheme. Information on current Approved Training Schemes can be found at: <http://www.vrqa.vic.gov.au/apprtrain/Pages/schemes.aspx>

Please note: Accessing the Victorian Training Guarantee may impact your future access to government subsidised training.

Educational Standards

Hammond Institute strictly follows policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the interests and welfare of its learners and, where relevant, their employers.

Hammond Institute maintains a learning environment that is conducive to the learning and professional development of learners. Hammond Institute can deliver the Education and Training programs on its scope of registration and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the needs of the learner and outcomes to be achieved.

Hammond Institute maintains compliant systems for recording and archiving learner enrolments, attendance, completion, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.

Hammond Institute will treat all personal records of learners confidentially and complies with the national privacy standard

GENERAL INFORMATION – STUDENT SUPPORT, FACILITIES, RESOURCES AND EQUIPMENT'S PROVIDED TO THE STUDENTS

Student Support Services

Hammond Institute will comply with all laws relevant to the operation of the training/workplace premises, including workplace health and safety and fire safety regulations.

Hammond Institute will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order.

Hammond Institute has documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

Proactive Identification of Student Needs

How student needs are proactively identified? Hammond Institute will ensure that student needs are proactively identified, prior to enrolment, via:

- Pre-enrolment test/LLN
- Pre-training review form

Systematic monitoring and Response to Student Needs

How student needs are systematically monitored and responded to? If student needs are identified, Hammond Institute will create an individual learning plan to ensure:

- The learning goals to be achieved
- The contingency plans
- The logistics of the learning relationship, e.g., duration
- Frequency of meetings and the length of sessions
- The nature of contacts (i.e., what are they for?)
- The structure of the learning relationship, e.g., the activities that we will do
- Method of progress monitoring
- The equipment and/or resources that are needed
- WHS considerations

All individual learning plans will be monitored by the Student Support Officer with respective trainers/ assessors and management.

Positive Learning Outcomes

Hammond Institute provides support to all students to ensure positive learning outcomes:

- Students facing personal difficulties that may affect their learning should approach the Compliance manager or CEO for personal/career advice and counsel.
- Assistance may include a deferment of study, help with a Special Consideration application, or referral to further student support service or external counsellor.

- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills; and assistance with any language, literacy or numeracy problems.
- Students will be given adequate time to work on assessments and projects.
- All assessments/projects will be assessed at the completion of each unit.
- Hammond Institute can organise information and assistance regarding any disability related matters as per Commonwealth Disability Discrimination Act 1992.

Students with special needs

Staff available to students with learning needs

- Student Support Officer
- Registered Social Worker (External)
- Trainers and assessors
- Hammond Institute administration and management

Student Assistance

Assistance is available to all students via numerous modes:

- Telephone Hammond Institute to speak with their trainer/assessor;
- Discussion with trainer/assessor in class or after the class hours
- Email a specific query to their trainer/assessor or
- Communicate with other students and their trainer/assessor via Learning management system(LMS)
- Online forums to speak to other students and trainers/assessors.
- Call to Hammond Institute helpdesk at 1800 788 399 or email: admin@hammond.edu.au for all other queries.

Students at risk

- Hammond Institute has intervention strategies, including student support services available to enable students to complete qualifications in expected time frames.
- Students at risk of not completing within this time frame are identified as early as possible.
- Students failing to progress in line with the Hammond Institute's course progression policy and procedure and/or any provisions implemented for any unit of competency assessment are automatically regarded as being "students at risk" and supported via an appropriate intervention strategy.

Student engagement with Industry

- As part of the course delivery, Hammond Institute will organise presentations by industry specialists to provide students with an insight into a variety of industry practices.
- All presentations will be recorded and uploaded onto the learning management system.

- This will benefit all:
 - Students who are new to the industry
 - Students who have been in the industry but have no qualifications
 - Students have the IT skills to support Flipped classroom and online research

Learner resources, facilities and equipment's

- Assessment pack (student)
- PowerPoint presentation
- Learner handbook
- Unit activities book
- Self-study guide
- Staff available to students to address their learning needs
- All students will be provided with training resources and assessment materials for all units of competency and additional training documents as required.
- Administrative Support Required
- LMS platform for the flipped classroom and other resources for blended learning
- Case studies (Real workplace based scenarios)
- Role playing activities for interaction with others as a part of assessments.
- Templates and additional resources to complete the assessment tasks.
- Access to several free learner tutorials, tools and videos

Learning management system (LMS)/ Student Portal

There are several benefits available to Hammond Institute trainers and assessors for using our learning management system, such as:

- It is an interactive Learning for Student Engagement and Success.
- Organises eLearning content in one location
- Feedback on the course progress will be provided online via the student portal, and a notification email will be forwarded to the individual student.
- Student attendance and course progress will be monitored through the student portal.
- If you discover that many of your online students are struggling throughout a specific online lesson, for example, you can assess the eLearning content and make modifications if/where necessary.
- It gives you the power to completely do away with instructor travel costs, online training site rentals, and printed eLearning materials.
- It reduces online training times, thanks to the fact that it gives online students only the information they need in a direct and organised manner. Instead of having to sit through a long half-hour online training course, online students can click on the online modules they need and absorb the knowledge in a fraction of the time.

- Students can assess their understanding by taking online exams or quizzes, participate in interactive scenarios and simulations, and watch eLearning videos that highlight complex processes or tasks.
- You can make the necessary modifications without redoing your entire eLearning course.
- Integrating social learning into your eLearning strategy is easy. Since the LMS is already online, you can include links to Facebook and Twitter pages, LinkedIn groups, and online forums that may be beneficial for your students.

LMS Features and blended delivery learning and interaction

- Announcements – this is a ‘one-way’ piece of communication from the trainer or Hammond Institute staff member to the online class. It might be a welcome message, a deadline reminder or a summary of content from the past week.
- Discussion Forums – these are open discussions and debates that can be initiated by any online class participant or by the trainer at any time throughout the course. The discussion forum is ‘asynchronous’ which means that participants are not required to be online at a certain point in time, but rather can read each other’s contributions and respond at a time that suits them.
- Activities – activities are specific to each unit or module and are designed to enhance learning through reflection, feedback and application of knowledge. These generally encourage interaction between students and the trainer in the class and may include activities such as discussion questions, quizzes, toolboxes or video presentations.
- Email – students and trainers can email one another regarding individual questions or issues.
- Phone – there are some individual instances where a trainer or student needs to speak via phone. This can be arranged directly between the trainer and the student.

How LMS will be used

- All the course materials, including learner guide, PowerPoint presentation, assessment pack, self-study guide, etc. will be available through LMS.
- Live training sessions will be provided through the learning management system.
- Webinars will be available after the training session.
- Students can discuss any topic, concern or questions via the learning management system.
- Learning management system will contain the list of frequently asked questions.
- Online support officer will be available to assist students with any questions or queries regarding their courses or functionalities of the LMS.
- Activities and quizzes will be available to students via LMS.
- Learners can submit their assessments and access their results online via LMS

Additional resources available to students

- <https://training.gov.au/> Government Website Updates
- Meeting Individual Student Needs Reference
- Reasonable Adjustment Policy & Procedure
- Equipment list
- Scope of Registration Policy & Procedure
- Learning and Assessment Resources
- Updates from the Industry skills councils/SSOs
- Updates from the CAQA Industry news
- Please refer to self-study guides (unit level) for more information

External Support Services

For students requiring additional support with their studies, work or life, Hammond Institute provides the following referrals to community organisations that may be able to assist you. Please note that some of these services may attract a fee which is payable by you.

Reading and Writing Hotline

Telephone: 1300 655 506 Website: <http://www.literacyline.edu.au/index.html>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021 Website: www.centrelink.gov.au

If you are completing a full time course, you may be eligible for benefits through Centrelink.

Australian Human Rights Commission

Telephone: (03) 9281 7100 Website: <https://www.humanrights.gov.au/>

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

You can also discuss disability rights and direct you to a network of advocates. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Kids Help Line

Telephone: 1800 55 1800 Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia

Telephone: 1300 799 675 Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times and find ways to boost their mental health and wellbeing. They aim to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Legal Aid

Victoria <https://www.legalaid.vic.gov.au/>

NSW <http://www.legalaid.nsw.gov.au/get-legal-help/advice>

Queensland <http://www.legalaid.qld.gov.au/Home>

NT <http://www.ntlac.nt.gov.au/>

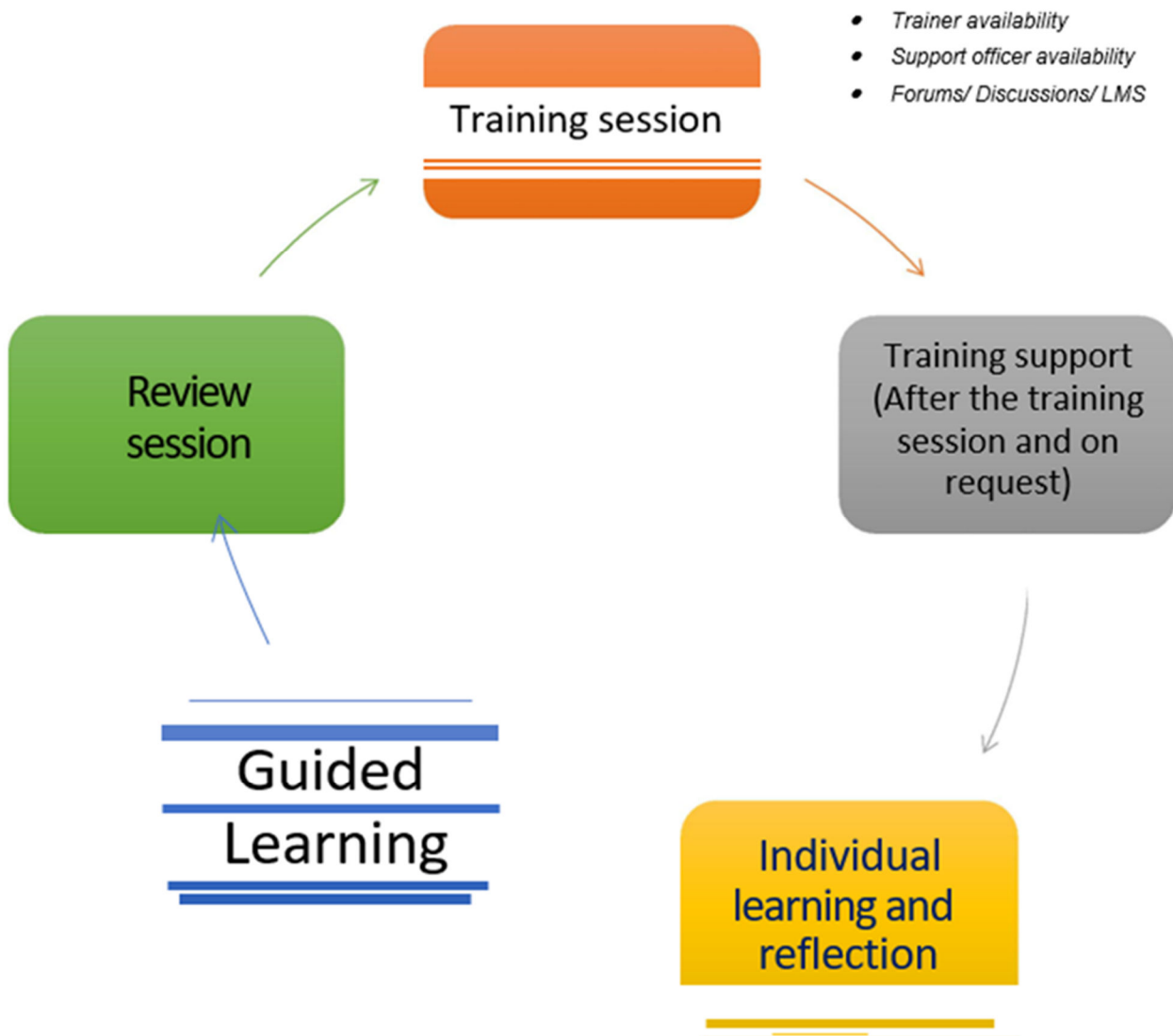
WA <http://www.legalaid.wa.gov.au/Pages/Default.aspx>

GENERAL INFORMATION – COURSES WE DELIVER AND ESSENTIAL ENTRY REQUIREMENTS

Courses we offer

We offer different qualifications according to industry and learner requirements.

Please visit <https://hammond.edu.au> for the list of courses, duration, entry requirements, Admission requirements, Work placement hours and other information.



Training Sessions:

- A trainer will be available during this time to deliver the training session.
- A support person will be available during this time to assist students and trainers with any questions, queries and assistance with live training sessions.

Training support after training sessions

- A trainer will be available to assist students with training support immediately following the training session or

students may make individual appointments.

- Training support can be provided to Individual students via telephone, email and Skype
- Generic learner support such as study skills, employability skills, etc. will be provided
- Students will be provided training support after the training sessions for this course or on their request.

Individual learning and reflection

- Learners are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the knowledge to their own life and work experience.
- All students will be provided self-study guides and list of recommended books and resources to complete their learning and reflection.
- Individual student reflection is designed to fulfil two purposes:
 - Personal growth
 - Personal application

Individual learning and reflection may or may not include:

- The study undertaken by the learner in their own time
- Completing supplementary activities
- Additional resources
- Weblinks/ references
- Real life case scenarios and decision-making processes
- Other resources Journals, newsletters and magazines

Guided learning

- The trainer provides learning activities, and the learner takes responsibility for completing all mandated tasks and activities.
- The trainer is available for consultation and feedback as required.
- All students will be provided with resources for Guided learning activities and tasks.

Guided learning may or may not include:

- Learner Handbook activities
- Pre-reading
- Learning activities
- Research
- Induction specific to the course/ unit requirements and content
- Projects
- Case studies

GENERAL INFORMATION – HAMMOND INSTITUTE POLICIES, PROCEDURES, LEGISLATIVE AND REGULATORY REQUIREMENTS AND OBLIGATIONS

Quality Assurance and Improvement - Education and Training operations

Hammond Institute will comply with all laws relevant to the operation of the training/workplace premises, including workplace health and safety and fire safety regulations and ensure that the training/workplace premises are of adequate size and have adequate heating, cooling, lighting and ventilation.

Hammond Institute will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and maintained in good order.

Hammond Institute has documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

Education and Training Guarantee

Hammond Institute guarantees that it will deliver education, training and assessment and support services to each enrolled learner to complete the course or qualification into which they are enrolled and for which the appropriate fee has been paid.

In the unlikely event that unforeseen circumstances prevent Hammond Institute from honouring this commitment, Hammond Institute will take all necessary steps to ensure that training is completed per its contractual obligations to the enrolled learner.

Should the RTO cease delivery of any training and assessment, a full refund of the outstanding course will be provided to the student or student will be transferred to another training provider.

Legislative Requirements

Hammond Institute will comply with all relevant Commonwealth and State legislation and legislative requirements related to its operation and its Scope of Registration.

Key legislation with which Hammond Institute must comply:

• National Vocational Education and Training Regulator Act 2011
• Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
• The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975 and the Disability Regulations 2007 (the Act)
• The Working with Children Act 2005 (the Act)
• The Privacy Act 1988 (Cth) and National Privacy Principles
• Workplace Health and Safety Act 2011
• Work, Health and Safety Regulation 2011
• Public Records Act 1973
• Commonwealth Safe Work Australia Act 2008
• Commonwealth Taxation and Superannuation Legislation
• Fairwork Act 2009 and Fairwork Regulations 2009
• Children, Youth and Families Act 2005
• Community Services Act 1970
• Health Records Act 2001
• Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associated legislation
• Commonwealth Corporations Act 2001 and associated legislation
• Commonwealth Competition and Consumer Act 2010

• Competition Policy Reform (Victoria) Act 1995
• Fundraising Act 1998
• Health Professions Registration Act 2005
• Health Services Act 1988
• Mental Health Act 1986 and regulations
• Guardianship and Administration Act 1986
• Gambling Regulation Act 2003
• Alcoholics and Drug-dependent Persons Act 1968
• Alcoholics and Drug-Dependent Persons Regulations 2002
• Drugs, Poisons and Controlled Substances Act 1981 and regulations
• Food Act 1984
• Liquor Control Reform Act 1998
• Do Not Call Register Act 2006
• Independent Contractors Act 2006
• The Copyright Act 1968
• Age Discrimination Act 2004
• The Victorian Equal Opportunity Act 2010 and the relevant Acts relating to discrimination in the various States in which RTO delivers training.
• Victorian Qualifications Authority Act 2000
• Anti-discrimination Act 1991
• Human Rights and Equal Opportunity Commission Act 1986
• Disability Discrimination Act 1992
• Racial Discrimination Act 1992
• Racial Discrimination Act 1975
• Freedom of Information Act 1982
• Learner Identifiers Act 2014
• Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (Enhancing Privacy Protection Act 2012)

All staff and learners at RTO must also meet the following regulatory requirements:

- ASQA (Australian Skills Quality Authority)
- VET Quality Framework (VQF)
- The Australian Qualifications Framework (AQF requirements)
- Other applicable legislation and regulation as relevant to the courses being delivered.

Also, staff and learners at Hammond Institute must meet various particular legislative requirements, mentioned in the training packages and legislation register.

Tuition Assurance

Hammond Institute will not collect an amount exceeding \$1,500 in advance fees at any one time. For more information about tuition assurance arrangements, you may also review our Statement of Tuition Assurance on our website.

Principles of Training and Assessment

Training and assessment strategies developed by Hammond Institute will adhere to the following principles:

- Training and assessment strategies are developed for each qualification/unit of competency that will be delivered and assessed;
- All training programs will require the development of a training and assessment strategy for full and partial

- completion of a qualification;
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders;
 - Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups;
 - Training and assessment strategies will be validated annually through internal review procedures.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual learner's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the Trainer & Assessor and the learner to ensure that the learner is fully informed, understands and can participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessments should reflect the learner's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the learner; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- The knowledge that is essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- The judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on the sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted, and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and guide the collection of evidence to ensure that it is:

- Valid
- Sufficient

- Authentic
- Current

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is learner's work.

Current

In assessment, currency relates to the age of the evidence presented by a learner to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the recent past.

Preparation and Submission of Assessment

Hammond Institute may use the following assessment methods to evaluate the learner competency:

- Written/Oral tests
- Workplace Assessment
- Observations
- Role-plays
- Workbooks
- Written Tasks
- Demonstration
- Third party reports and observations
- Projects

Other assessment methodologies which align with the qualification and learner requirements

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered on at least three occasions, rather than on isolated assessment activities or events.

Work placement may apply and relate directly to your course and assessment requirements. Check our website www.hammond.edu.au and/or course materials for work placement requirements.

Trainers and Assessors will gather evidence of competencies throughout the Training Program. Throughout the training of each unit of competency, there will be a variety of assessment tasks, and you will be consulted during this process to ensure that your learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Reassessment (Allowed attempts to demonstrate competency)

Hammond Institute will allow learners three opportunities to be assessed as competent. Should a learner not achieve competence after three attempts, then it will be recommended that they repeat the unit of study. After they have exhausted, two opportunities will be required to pay a fee for additional training and re-assessment. The re-assessment fee is \$300.00

per unit for government-funded and fee for service students.

Evidence of competence Transition

Evidence may include:

- fact sheet tests
- Written answers
- Trainers & Assessors observation notes
- Project work
- Workplace mentor evaluations
- Checklists
- Demonstration of skills
- In-house tests

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise not explicitly mentioned in your learner assessment tool.

You must ensure that you complete all details on the Assessment Cover Sheet, including your Name, Student ID, Course Code and Course Name, and sign and date at the bottom of the cover sheet.

You must always keep a copy of your completed assessments.

Assessment Extensions

It is expected that learners will submit assessments by the due date; however we understand that where exceptional circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to complete an Application for Assessment Extension Form (available online on our website) and send to admin@hammond.edu.au together with appropriate supporting documentation, at least 48 hours before the due date.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

- a. Normal/routine demands of employment and employment-related travel;
- b. Scheduled anticipated changes of address, moving house, etc.;
- c. Demands of sport or extra-curricular activity (other than to represent in the state, national or international sporting or cultural events);
- d. Recreational travel (domestic or international);
- e. Planned events, such as a wedding.
- f. You need to contact your Trainer/Assessor to discuss any personal/academic issues that may be impacting on your ability to study effectively.

Course Monitoring

All learners are appointed a Trainer/Assessor, who is responsible for the delivery and monitoring of their nationally recognised qualification.

Learners who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their Trainer/Assessor.

Should you experience any difficulty that may be affecting your progress, please discuss this with your Trainer/Assessor.

Review and evaluation processes will occur at regular intervals throughout your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

National Recognition - Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All learners will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Learners can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to Hammond Institute's Assessment policy and procedures.

Recognition of Prior Learning (RPL)

Prospective learners will be made aware of the RPL policy and process prior to enrolment into the program, via discussions, orientation, Pre Enrolment and Post Enrolment student information through student handbooks and Hammond Institute's website.

Learners can demonstrate competency through formal, non-formal and informal learning:

1. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
2. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
3. informal learning refers to learning that results through the experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).

Learners are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer

Hammond Institute recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The Hammond Institute Recognition of Prior Learning Policy outlines in detail the specific Hammond Institute process to be followed for granting Recognition of Prior Learning and Credit Transfer. RPL tools, applications and documentation are available for all units of competency.

Transitioning to New Qualifications

Where a qualification or unit of competency has changed, according to the transition arrangements from the industry you may be transferred to the replacement qualification as soon as practicable. The Hammond Institute will inform you of any potential changes to ensure you are not in any way disadvantaged.

Access and Equity

Hammond Institute is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs, and in the provision of its services. Hammond Institute has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all learners and staff. In offering education program(s) as part of our Registered Training Organisation (RTO) status, we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all learners.

We promote fair and equal access, for all learners and potential learners, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all learners to understand the education program in which they are enrolled/wishing to enrol to their full potential.

Access and equity cover three broad areas: Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following:

Federal Legislation:

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986 (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Work Place Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).

State Legislation:

- Australian Capital Territory Discrimination Act 1991 (ACT);
- New South Wales Anti-Discrimination Act 1977 (NSW);
- Northern Territory Anti-Discrimination Act 1996 (NT);
- Queensland Anti-Discrimination Act 1991 (QLD);
- South Australia Equal Opportunity Act 1984 (SA);
- Tasmania Anti-Discrimination Act 1998 (TAS);
- Victoria Equal Opportunity Act 1995 (VIC); and
- Western Australia Equal Opportunity Act 1984 (WA).

Sexual Harassment

Hammond Institute is firmly committed to providing equal employment opportunities and educational outcomes for all staff and learners. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Hammond Institute recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and learners are not subject to sexual harassment.

Racism

Hammond Institute is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, it reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

Hammond Institute recognises that the achievement of equal employment opportunities and equal educational outcomes

is dependent on the provision of a discrimination and harassment free environment.

Hammond Institute understands the community’s racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

Hammond Institute expresses unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Privacy

Hammond Institute staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (2015).

Open and Transparent Management of Personal Information	<ul style="list-style-type: none"> • RTO will manage personal information in an open and transparent way. This includes having a clearly expressed up to date Australian Privacy Principles Privacy Policy.
Anonymity and Pseudonymity	<ul style="list-style-type: none"> • The APPs give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.
Collection of Solicited Personal Information	<ul style="list-style-type: none"> • Australian Privacy Principles 3, outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of sensitive’ information.
Dealing with Unsolicited Personal Information	<ul style="list-style-type: none"> • How RTO deals with unsolicited personal Information is covered by APP4.
Notification of the Collection of Personal Information	<ul style="list-style-type: none"> • Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Use or Disclosure of Personal Information	<ul style="list-style-type: none"> • Outlines the circumstances in which RTO may use or disclose personal information that it holds.
Integrity of Personal Information	<ul style="list-style-type: none"> • An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Cross-border Disclosure of Information	<ul style="list-style-type: none"> • Outlines the steps RTO must take to protect personal information before it is disclosed overseas.
Adoption, use or disclosure of Government related identifiers	<ul style="list-style-type: none"> • Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.
Quality of Personal Information	<ul style="list-style-type: none"> • RTO must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. The organisation must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.
Security of Personal Information	<ul style="list-style-type: none"> • RTO must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. RTO has obligations to destroy or de-identify personal information in certain circumstances.
Access to Personal Information	<ul style="list-style-type: none"> • Outlines RTO’s obligations when an individual requests to be given access to personal information held about them by the organisation. This includes a requirement to provide access unless a specific exception applies
Correction of Personal Information	<ul style="list-style-type: none"> • Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals.

Disability

Hammond Institute Staff and learners should be mindful of the following principles:

- Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- Persons with a disability have the same right as other members of the community to:
 - respect for their human worth and dignity as individuals
 - live free from abuse, neglect or exploitation
 - realise their capacity for physical, social, emotional and intellectual development
 - exercise control over their own lives
 - participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur
 - access information and communicate in a manner appropriate to their communication and cultural needs
 - services that support their quality of life

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied in staff responsibilities:

- Privacy and reputation

A person has the right:

- not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
- not to have his or her reputation unlawfully attacked.

- Freedom of thought, conscience, religion and belief

Every person has the right to freedom of thought, conscience, religion and belief, including:

- the freedom to have or to adopt a religion or belief of his or her choice; and
- the freedom to demonstrate his or her religion or belief in worship, observance, practice and teaching, either individually or as part of a community, in public or in private.

A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

- Freedom of expression

I. Every person has the right to hold an opinion without interference.

II. Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside Victoria and whether:

- orally; or
- in writing; or
- in print; or
- by way of art; or
- in another medium chosen by him or her.

III. Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:

- to respect the rights and reputation of other persons; or
- for the protection of national security, public order, public health or public morality.
- Peaceful assembly and freedom of association
- Every person has the right of peaceful assembly.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime

Training Evaluation/ Feedback – Quality Indicators

RTO surveys its learners and employers using the Quality Indicators.

Three Quality Indicators have been endorsed by the National Quality Council (NQC):



Learner engagement

All students complete the 'Learner Questionnaire' form upon completion of their course of study. The 'Learner Engagement Questionnaire' will be provided to students after the completion of their studies. Student Administration will issue a copy of the survey to each student when issuing a Statement of Attainment or Qualification.

Compliance and Quality Assurance Department will review returned surveys. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the '[ASQA Quality Indicator Annual Summary](#)' form.

A copy of all completed Learner Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Employer Satisfaction

Hammond Institute must gain feedback from employers using the '[Employer Questionnaire](#)' available from the Department of Industry

(<http://industry.gov.au/skills/NationalStandards/Documents/AQTFEmployerQuestionnaire.pdf>).

The 'Employer Questionnaire' form is completed by all employers once per year. At a set date each year (currently the 1st September) all employers currently engaged with Hammond Institute shall be sent the Employer Satisfaction Survey. These surveys will be collected and collated by the Compliance and Quality Assurance Department.

All completed and returned surveys will be reviewed by the management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the '[ASQA Quality Indicator Annual Summary](#)' form.

A copy of all completed Employer Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Competency Completion

Hammond Institute is required to provide ASQA details on the competency completion data. This data is to capture the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year. This data from the previous calendar year includes:

- The number of enrolments for each qualification code
- The number of enrolments completed for each qualification code
- The number of enrolments for each unit of competency
- The number of units completed for each unit of competency

The Competency Completion Online System (CCOS) is required to be used to report this data and it is the responsibility of the Compliance and Quality Assurance Department to enter the data as required.

This information will be used by Hammond Institute to gauge how well learner needs are being met and to identify areas for improvement on training and assessment services. The results will be discussed and reviewed at the first RTO Meeting of each calendar year.

Reporting Quality Indicators Data

All data must be reported to ASQA by the 30th June of the following calendar year and the Compliance and Quality Assurance Department will be responsible for this reporting process.

Data must be submitted using the required forms as listed on the ASQA website – [Data Provision](#)

The Compliance and Quality Assurance Department must submit their quality indicator data reports in full [to qidata@asqa.gov.au](mailto:qidata@asqa.gov.au) by close of business on 30 June.

A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

The Learner Student Outcomes Survey (SOS)

If your training is funded by the Higher Education and Skills Group, you will be invited to participate in the National Learners Outcome Survey/ The Learner Student Outcomes Survey (SOS).

The Learner Student Outcomes Survey (SOS) is an annual survey of Learners who successfully completed some vocational training in Australia. The survey has been conducted annually by the NCVER since 1997.

The survey is funded by the Australian Government Department of Education, and Training (DET). NCVER manages

the research, analysis and reporting of the survey.

Why is the survey conducted?

The aim of the Learner Student Outcomes Survey is to improve the economic and social outcomes of Learners who undertake vocational education and training (VET). This is achieved by providing the VET sector with information on the:

- Outcomes from training (e.g. employment and further study outcomes)
- Relevance of the training
- Benefits of the training
- Satisfaction with the training
- Reasons for not continuing the training (where applicable)

The information is used by national and state/territory bodies, along with local training providers to ensure vocational training is of high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness of VET system. The information collected assists in administering, planning and evaluating the VET system.

More information about this survey can be found at <http://www.ncver.edu.au/sos/faq.html>.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting Hammond Institute in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

Hammond Institute stores Personal Information in both paper and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

Hammond Institute's policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

Hammond Institute monitors the quality and accuracy of personal information that it maintains and where practical, updates that information regularly.

Individuals can update their personal information at any time by contacting Hammond Institute.

Marketing

Hammond Institute will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

Hammond Institute will not state or imply any nationally accredited Training Programs other than those on their scope of registration are recognised by the Australian Skills Quality Authority

Hammond Institute has in place policies and procedures to ensure that advertising and marketing meet both the RTO Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.

This ensures that all advertising and marketing strategies are:

- True and honest
- Accurate
- A part of the approved scope of registration
- Approved by the RTO Training Management Team

Workplace Health and Safety

Hammond Institute has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment as per the Work Health and Safety Act 2011

Complaints & Appeals

Despite all efforts of Hammond Institute to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution or students may appeal against a complaint outcome or educational determination (e.g. assessment result).

Staff also have the right to avail themselves of this process.

RTO will approach all complaints and appeals with an open view and attempt to resolve issues through discussion and conciliation. Where a complaint cannot be resolved through discussion and mediation, RTO acknowledges the need for an appropriate external and independent agent to mediate between the parties.

RTO understands individuals' concerns regarding confidentiality and is totally committed to fair treatment respecting and upholding individuals' rights to privacy protection under the Australian Privacy Principles (APPs) contained in The Privacy Act amended 1988 (Cth). RTO respects the privacy rights of all individuals in the workplace. RTO has implemented a program to ensure compliance with the APPs.

RTO understands that despite all its efforts to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution. Students have the opportunity to have any complaint or appeal resolved, and resolutions reached that attempt to satisfy all parties. There is no cost to the student unless the referral is made to a third party.

Complaints and appeals may be made in relation to any of the following:

- RTO, its trainers, assessors or other staff;
- Any third-party providing services on RTO's behalf, its trainers, assessors or other staff;
- Assessment/RPL outcome;
- Fees and refunds/re-crediting or
- A student of RTO.

Complaints may be made in relation to any of RTO's services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including student progress, student support and assessment requirements
- The way someone has been treated
- The actions of another student

Appeals should be made to request that a decision made by RTO is reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint

- Assessment outcomes/results
- Other general decisions made by RTO

RTO is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, RTO ensures that complaints and appeals:

- Are responded to consistently and transparently.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Can be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

The complaints and appeals policy and procedure and form are made available to all students and potential students by directly contacting RTO, through the RTO's website, Pre-enrolment and Student handbooks.

Where possible, all informal attempts shall be made to resolve the issue (Informal Compliant) this may include advice, discussions, meeting with the student, emails and general mediation in relation to the issue and the student's issue. Any staff member can be involved in this informal process to resolve issues, but once a student has placed a formal complaint/appeal, the following procedures must be followed.

If a student is uncomfortable with speaking directly to the person involved or the informal process does not resolve the issue to the student's satisfaction, the formal procedure should be followed as described below.

Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under assessment appeals.

Formal Complaints

Any student, potential student, employee or third party may submit a formal complaint to RTO with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party. Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the CEO.

Any person wishing to submit a formal complaint can do so by completing the Complaints and Appeals Form and state their case, providing as many details as possible. This form can be obtained by contacting Administration staff at RTO, or through the RTO website.

All formal complaints are submitted to the compliance manager.

Once a formal complaint is received, it will be entered into the Complaints, and Appeals Register and written acknowledgement will send to the complainant which is monitored by the compliance manager regularly. The information to be contained and updated within the register is as follows:

- The name of the complainant
- Date of the complaint
- Type of complaint
- Name of investigating officer/business unit assigned to deal with the complaint
- Response from those involved in the allegations
- Analysis of the matter

- Outcome of complaint
- Action recommended addressing systemic issues (if any)
- Time is taken to investigate the complaint
- Complainant satisfaction with the outcome.

A student may be assisted or accompanied by a support person at any face to face meetings regardless of the nature of the issue or complaint throughout the process at all times.

The compliance manager will then refer the matter to the appropriate staff members or CEO to resolve or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.

Where a decision is expected to take longer than 60 days, RTO will advise the student in writing of the delay and including the reasons for the delay. After that, the student will be provided with weekly updates in writing of the progress of the complaint or appeal. The Administration Manager will provide weekly updates to both complainant and appellant. If the decision is taking

more than 60 days' matter can be forwarded to an external complaints resolution organisation.

Once a decision has been reached, the compliance manager informs all parties involved in writing. Where the complaint process does not find in favour of the student, students will be notified that they have the right to appeal. To appeal a decision, the RTO must receive, in writing, grounds of the appeal within 10 days of the date of the notice of the decision.

The compliance manager ensures that RTO will act immediately on any complaint where the complaints process results in a decision that supports the student. RTO will immediately implement any decision and/or corrective and preventative action that is required, and advise the student of the outcome.

Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the compliance manager or representative and also in the student's file.

Appealing

All students have the right to appeal decisions made by RTO where reasonable grounds can be established. The areas in which a student may appeal a decision made by RTO may include:

- Any other conclusion/decision that is made after a complaint has been dealt with RTO in the first instance as described in the complaints process above. This is referred to as a general appeals)
- Assessments decisions as set out below (assessment appeals).

To activate the appeals process, the student must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from RTO staff. With regard to general appeals, The Complaints and Appeals Committee determines the validity of the appeal and organises a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.

The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

The Complaints and Appeals Committee ensures RTO acts on any substantiated appeal.

* The Complaints and Appeals Committee is made up of three people; the three people will be selected from this group: the CEO and compliance manager.

General Appeals

Where a student has appealed a decision or outcome of a formal complaint, they are required to notify RTO in writing

within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal

The appeal shall be lodged through the Complaints and Appeals Committee and they shall record the details of the appeal the Complaints and Appeals Register.

The Complaints and Appeals Committee will be notified and will seek details regarding the initial documentation of the complaint and make a decision based on the grounds of the appeal.

The student will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify RTO if they wish to proceed with the external appeals process.

Assessment Appeals

Where a student wishes to appeal an assessment, they are required to notify their trainer in the first instance. Where appropriate their trainer may decide to re-assess the student to ensure a fair and equitable decision is gained. The Trainer shall complete a written report regarding the re-assessment outlining the reasons why the assessment was - or was not - granted.

If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the Complaints and Appeals Committee and the appeal will be entered in the Complaints and Appeals Register.

The compliance manager will be notified and will seek details from the Trainer involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another Trainer appointed by RTO.

The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify RTO if they wish to proceed with the external appeals process.

External Appeals

If not satisfied with the decision in stage 2, the complainant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by RTO for that purpose.

The details of these external bodies are as follows:

LEADR Complaints, Appeals and Resolution Department

<https://www.leadriama.org/aboutleadr/compliments-suggestions-and-complaints>

Or

The Dispute Settlement Centre of Victoria (DSCV)

Dispute Assessment Officer

Level 4, 456 Lonsdale Street

Melbourne VIC 3000 Tel: 9603 8370 <http://www.disputes.vic.gov.au>

Or Overseas Students Ombudsman (For International students only) at Website: <http://www.oso.gov.au>

The division of the expenses associated with the mediation, e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between RTO and the complainant.

The RTO will immediately implement recommendations arising from the external review within at least 10 working days

of the receipt of the recommendations.

Further information

If a client (student or other clients) is still dissatisfied with the decision of RTO, they may wish to seek advice or make a complaint about RTO to ASQA directly. If, after RTO's internal complaints and appeals processes have been completed, you still believe RTO is breaching or has breached its legal requirements, you can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as your advocate, the lodgement of your complaint will inform ASQA's risk assessment of RTO and a complaint audit may be conducted.

Contact details for ASQA are:

Australian Skills Quality Authority

Melbourne - Level 6, 595 Collins Street

Brisbane - Level 7, 215 Adelaide Street

Sydney - Level 10, 255 Elizabeth Street

Canberra - Ground Floor, 64 Northbourne Avenue

Perth - Level 11, 250 St Georges Terrace

Adelaide - Level 5, 115 Grenfell Street

Hobart - Level 11, 188 Collins Street Telephone: 1300 701 801

Email: complaintsteam@asqa.gov.au

Website: www.asqa.gov.au

Hammond Institute Staff may also use this complaints and appeals process. Hammond Institute will use all complaints as an opportunity for continuous improvement.

This policy and procedure is compliant with VQF and National Code Standards in providing a process for complaints and appeals to be heard and actioned where necessary.

The RTO Complaints and Appeals policy - principles of natural justice and procedural fairness

- All parties to a complaint or appeal have the opportunity to put their case and have this properly considered
- Any allegation against a RTO staff member or member of a subcontractor party is made known to that person
- Investigations and decisions are made by persons who do not exercise bias
- A complainant should feel confident that they will not suffer any discrimination as a result of using the complaint or appeal process
- Confidentiality shall be maintained to the extent of the people that need to be directly involved in the complaint or appeal process.
- All the information regarding this policy can be found:
 - On the RTO website;
 - In the Pre-Enrolment Handbook and Learner Handbook;
 - In the Staff Handbook;
 - In the Letter of Offer and Agreement;

- During Orientation;
- The student can be supported or accompanied by an independent person or friend during the complaints and appeals process.
- It is a standard RTO policy that while a student is going through any formal complaint or appeals process that the student remains enrolled at RTO and continues their studies and assessments in the usual way. It should be noted that if the complaint or appeal has resulted in the student being suspended or excluded due to a breach of the Student Code of Conduct, then the suspension or exclusion shall continue until either it has expired or the result of the complaint or appeal is decided in the student's favour.
- RTO has a fair and transparent informal and formal complaints and appeals process, but should the student require it, and access is available to an independent mediator who can review the complaint and/or appeals process. Important: see notes at the beginning of the section on External Appeals Procedure below.

NOTE: If the outcome is in the appellant's favour then RTO will implement any changes recommended by the adjudicator immediately and advise the appellant of the outcome and **General Process to lodge a complaint or internal appeal**. For more information please visit <https://hammond.edu.au/forms-and-policies/>

Continuous Improvement

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

- repeat issues
- students that may be being vexatious in using the process
- Common threads relating to the general management and or safety of the staff and students and the services being provided.

(when viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

RTO values and is committed to protecting the privacy of its students. We collect and use student's personal information provided on the Complaints Form to address their complaint. Access to the complaint details is restricted to authorised staff that assist in resolving the complaint. The student will receive written notification of the outcome/resolution of the complaint. Students may have the right to access the personal information we held on them subject to any exemptions in relevant laws, by contacting us on admin@hammond.edu.au

Publication

This policy will be available to all students and staff by accessing it from the Hammond institute website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Fees and Other Charges Policy

The proposed fees and other charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement.

Hammond Institute will provide the following fee information, to each learner:

- a. The total amount of all fees including course fees, administration fees, materials fees, concessions fees (for funded students only) and any other charges;
- b. Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- c. The nature of the guarantee given by Hammond Institute to complete the training and / or assessment once the learner has commenced study in their chosen qualification or course;
- d. The fees and other charges for additional services, including such items as the 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
- e. The refund policy.

All applicable fees and charges

Fees	Total Amount	Frequency
Course fees	https://hammond.edu.au/course_fees/	Once, if you are not on a payment plan
Enrolment fees		N/A
Material fees		Once
Administration fees		Once
RPL fees	\$300/unit of competency	Once
Credit Transfer Fees	\$100	Once

Note:

Financial hardship

If you are experiencing severe financial hardship, contact Hammond Institute to make an appointment to discuss your tuition fee options further.

Fee for Service

All qualifications and courses offered by Hammond Institute are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on Hammond Institute's website.

FFS qualifications must be paid as per the agreed payment plan. Cheque, Credit Card or EFT can make payment. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan.

Please note that learners are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

Tuition Fee Concessions (Government Funded)

You will pay the relevant category concession fee or rate, being 20% of the standard published hourly fees, if you hold or are listed as a dependent on:

- Commonwealth Health Care Card (HCC)
- Pensioner Concession Card
- Veterans' Gold Card
- if you are an Indigenous student* and
- you are enrolling in a Certificate I – IV level course

- Concession fees do not apply if you are commencing a Diploma / Advanced Diploma course

If you consider you are eligible for a fee reduction, you must present your valid card/proof at enrolment.

- For indigenous students only, the concession rate applies to all course levels (Certificate I - Advanced Diploma)
- For individuals entitled to a concession that are also referred Job Seekers must present a standard Job Seeker Referral Form

Payment by Instalments

Where a Learner enrolls for a Fee for Service course or qualification, an initial payment for tuition fees not exceeding \$1,500.00 shall be paid on enrolment. The balance of the fee has to be paid as per agreed payment plan.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period. At no time shall the learner be required to make any payment above statutory guidelines which regulate the amount Hammond Institute is permitted to require a learner to pay, at any time.

Where a learner faces financial hardship, Hammond Institute shall make every effort to propose a payment plan, acceptable to the learner that reflects the individual learner's particular circumstances.

As with all relationships between Hammond Institute and its learners, all discussions and arrangements entered into remain strictly confidential.

Paying by instalments must be arranged with the Hammond Institute office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification Testamur or Statement of Attainment be re-issued then the Hammond Institute may charge a re-issue fee of \$20.00 for a Statement of Attainment or \$100 for a full qualification Certificate/Testamur. This charge may be waived at the discretion of the CEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please refer to Hammond Institute's website <https://hammond.edu.au> or contact Hammond Institute's office.

Refund Policy

Refund of your fee to be given in the following circumstances:

- You enrolled in a course/qualification that has been cancelled by the Hammond Institute.
- You have overpaid the Student fee or Concession fee.
- You have paid the Student fee or Concession fee and then granted a fee exemption – refer to Fee Exemption Application Form
- You formally advise the campus of your withdrawal, prior to the Course Start Date.
- You formally notify the college of your withdrawal after the Course Start Date, and you have pre-paid your Student fee for future-dated fee instalments as per the fee instalment schedule of your enrolled course/qualification.

To claim a refund, the student must submit the fee Refund Form available on <https://hammond.edu.au/forms-and-policies/> or Hammond Institute office. Students who have not completed a Refund Form are not eligible for consideration of a refund. Please refer to https://hammond.edu.au/Forms/Refund_Policy.pdf

The refund amount in the table below is based on fees collected from the student.

Notes:

- a. Refunds identified above are for the Tuition Fees ONLY (Tuition Fees are those identified in the SOF brochure or on the agreement as course fees).
- b. Incidental fees are all other fees apart from Tuition Fees and Enrolment Fees E.g. Material Fees. ONLY the “unspent” amount will be refunded. If the cost of the service or material has already been incurred, this will NOT be refunded.
- c. Tuition Fees refund for exceptional circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the accounts department of Hammond Institute.
- d. Where the student has paid for other fees, including material fees, then only the “unspent” portion will be returned.
- e. For RPL, the minimum fee is \$150.00/unit will cover most situations, however, where extra work is required by Hammond Institute to validate your prior learning, Hammond Institute reserves the right to apply additional charges (see policy), these will be agreed with the applicant and are non-refundable
- f. Refer to the course handbook for course-specific charges
- g. All date calculations are based on the date the student completed the enrolment form.
- h. An LLN assessment will be conducted prior to the enrolment at no charges to the prospective student.

Further refund options

This policy does not remove the right of the student to take further action under Australia’s consumer protection laws. Hammond Institute makes every effort to ensure that all information pertaining to enrolment and tuition fees and refunds is correct at the time of publication.

However, the Institute reserves the right to amend any information without notice in response to changing circumstances or for any other reasons.

Victorian Learner Number (VSN) for Victorian Learners

The VSN is a learner identification number that is assigned by the Department of Education and Early Childhood Development to all learners in Government and non-Government schools, and learners in Vocational Education and Training institutes. The number, which is unique to each learner, will be used as a key identifier on a learner’s school records, and will remain with the learner throughout his or her education, until reaching the age of 25 or their first enrolment within a VET training provider from 2011.

The VSN is nine digits long, randomly assigned, and tied to identifying information about the learner (name, gender and date of birth).

This information will only be used for educational purposes and the ways in which the VSN can be used is prescribed by legislation. The VSN is restricted to use in the Victorian education and training system sector only, and legislation prohibits its use, as an identifier outside the sector.

For further information about the VSN can be found on the VCAA website at:

www.vcaa.vic.edu.au/schooladmin/vsn/index.html

Unique Learner Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. The Australian Government implemented this system in 2015, so it will show student achievements from 1 January 2015 onwards.

As an RTO, Hammond Institute cannot issue Certificates or Statements of Attainment without a USI. Therefore, all students must supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information and instructions on how to apply.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enrol to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smartphone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:

<http://www.usi.gov.au/Pages/default.aspx>

GENERAL INFORMATION – LEARNER RIGHTS, OBLIGATIONS AND RESPONSIBILITIES

Responsibilities of the learner

Hammond Institute Learners have the following responsibilities:

- To become familiar with relevant Policies and the Learner Handbook and comply with any Learner requirements contained therein including relevant legislated requirements;
- To respect the working environment of others at organisation and to follow related Policies and Procedures;
- To conduct themselves in a responsible, polite and safe manner and refrain from abuse towards Hammond Institute Employees or other Learners;
- To follow all reasonable instructions provided by Hammond Institute Employees;
- To respect the right of Hammond Institute to express the opinions of their Trainer/Assessor;
- To conduct themselves in a courteous, polite and ethical manner and in a way which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment;
- To undertake their studies to the best of their abilities;
- To meet deadlines for work to be submitted;
- To submit authentic documentation (NOTE: where the authenticity of the evidence presented is in question Hammond Institute reserves the right to conduct the further investigation by way of interview and other appropriate means as required);
- To submit work without plagiarising or cheating;
- To consult with Hammond Institute promptly if problems/issues arise;
- To accept joint responsibility for their learning;
- To provide feedback to Hammond Institute on its courses and services;
- Undertake all study in the manner and formats required and in the specified course timeframes;
- To adhere to Hammond Institute's code of practice;
- To seek approval from authorised Hammond Institute Employees for the use of Hammond Institute IT equipment, assets, stationery, etc.;
- To encourage equal opportunity;
- To promote a productive learning environment through good personal behaviour;
- To respect the rights of others; and
- To cooperate with Hammond Institute with requests for further evidence including reasonable adjustments made to the assessment process, confirmation of the authenticity of documentation submitted for assessment and overall verification of competency.

Referencing

Assessments must be your original work. If you use another person's ideas, writing or work and do not acknowledge the source, you are committing plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

- Acknowledges sources of information, so you are not accused of plagiarism.
- Demonstrates the depth and quality of the research you have done.
- Allows others to locate sources you have used if they wish to know more.

A guide to referencing

SOURCE OF INFORMATION	SHOULD YOU PROVIDE A REFERENCE?
Books, newspapers, journals, magazines, theses, conference papers, reports, pamphlets (published or online)	Yes
Case law, legislation, parliamentary debates, treaties	Yes
The internet	Yes. It is a common misunderstanding that information on the internet does not need acknowledgement. You should use material found on the internet with caution, as it may be unreliable or out of date.
TV, radio, scripts	Yes. While you are listening, you should note the program name and the date of broadcast. Sometimes it is possible to obtain a transcript to check that you have heard correctly.
Videos, films, DVDs	Yes. There are specific conventions for referencing visual media.
Lectures	It depends. There are three possibilities: <ol style="list-style-type: none"> 1. If the lecturer mentions something which is general knowledge, there is no need for the lecturer, or you, to provide a reference. 2. If the lecturer presents her/his own idea, you should reference this as the lecturer's idea. 3. If the lecturer presents another author's idea, you should refer to both sources: the original author, and the lecturer who presents the idea. <i>However, in most cases, instead of relying upon your lecturer's reference, it would be more valuable for you to read the original author yourself.</i>
Illustrations, images, artwork, tables, graphs, programming codes	Yes. You need to acknowledge the source of drawings, photographs, graphs, designs, tables, programming codes and all other examples of non-verbal information that you use in your work.
Quotations	Yes. In referencing quotes, be careful to use quotation marks, and be careful not to change any words.
Paraphrases, summaries	Yes. When expressing the information or ideas of someone else in different words or in a briefer form, you must still acknowledge the source of the information or ideas.

Common knowledge	<p>You don't need to provide a reference for common knowledge - that is, information shared by many people. It is sometimes difficult to know what is and what is not common knowledge in your field of study. If you read or hear the same information many times from different sources, it is probably common knowledge. Common knowledge usually includes major historical events, famous people and geographic areas that are known about by educated people throughout the world, not just in the country in which they occurred. If the information is not common knowledge, you should provide a reference. This shows your reader that the idea is held by an expert in the field. It also demonstrates to your lecturer that you have been reading</p>
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Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own.

Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference ALL material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can lead to failing an assignment and/or being suspended from the course.

Learner Code of Conduct

The Learner Code of Conduct outlines the rights and responsibilities of all learners. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all learners. Hammond Institute celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Learner Rights

All learners have the right to:

- Feel safe and welcome at Hammond Institute;
- Be treated with respect and dignity;
- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of Hammond Institute can be shared without the learner's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any Hammond Institute training activity;
- Receive fair and equitable training and assessment;
- Receive services without discrimination;

- Complain without fear or recrimination;
- Be provided with, and have access to, Hammond Institute policies, procedures and learner rights.

Responsibilities

In general, it is expected that as a learner you will:

- Be responsible for your own study program;
- Treat staff and fellow learners respectfully, courteously and with consideration at all times, whilst respecting their privacy and safety;
- Respect Hammond Institute equipment, resources and facilities;
- Actively participate in the learning process;
- Respect the rights of other learners and staff to have their own opinions;
- Be open to, and welcoming of, the diversity of learners in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where learners fail to conduct themselves in an appropriate manner.

For more information please contact Compliance and Quality Assurance Team via email to admin@hammond.edu.au

Unacceptable and Inappropriate behaviours

Hammond Institute is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all learners.

Harassment

Is any form of behaviour that:

- Is not asked for
- Is not wanted
- Is not returned and is likely to create a hostile or uncomfortable place to be
- Is humiliating, intimidating or offending.

Sexual harassment

Is illegal and will not be tolerated by Hammond Institute.

Bullying

Includes:

- Intimidation
- Physical harm, emotional distress
- Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation
- Failure to acknowledge good work
- Deliberate isolation from groups/information/opportunities
- Undue pressure and impossible deadlines
- Emotional hurt to another person through electronic devices such as email, phone, and text message.

GENERAL INFORMATION – QUALIFICATIONS

Certificates and Statements of Attainment

Learners who successfully complete all the requirements of their training program will receive a Nationally Accredited Certificate or a learner who does not complete the full requirements of the

training program will be issued a Statement of attainment according to the following criteria specified in.

Hammond Institute will issue Certificates and Statements of Attainment that are within its scope of registration, and that certifies achievement of:

- Qualifications or industry/enterprise competency standards from nationally Endorsed Training Packages;
or
- Qualifications, competency standards or modules specified in accredited courses.
- Moreover, that:
 - [The AQF Qualifications Issuance Policy](#)
 - [Schedule 5 of the *Standards for Registered Training Organisations \(RTOs\) 2015*](#)

- Meet the requirements in the current AQF Implementation Handbook, including the national codes.
- Identify the units of competency from Training Packages, or competencies or modules from accredited courses, that the learner has attained.
- Identify the RTO by its national provider number.

Hammond Institute will issue all AQF certification within 30 calendar days of a learner being assessed as competent in the qualification, skill set or unit of competency in which they are enrolled and providing all agreed fees have been paid to Hammond Institute.

Qualification Timeframe

Please note:

- a. Hammond Institute reserves the right to cancel an enrolment without notice (withdraw the Learner), if after allocated timeframe a Learner has not completed and achieved their Qualification of Individual Unit of Competency.
- b. If the Qualification has partially successfully been completed, a Statement of Attainment will be issued for those units completed the Learner has been deemed competent.
- c. Your Learner File and Student Management System records will be updated to reflect changes with your qualification timeframe and completion.

Exit Point

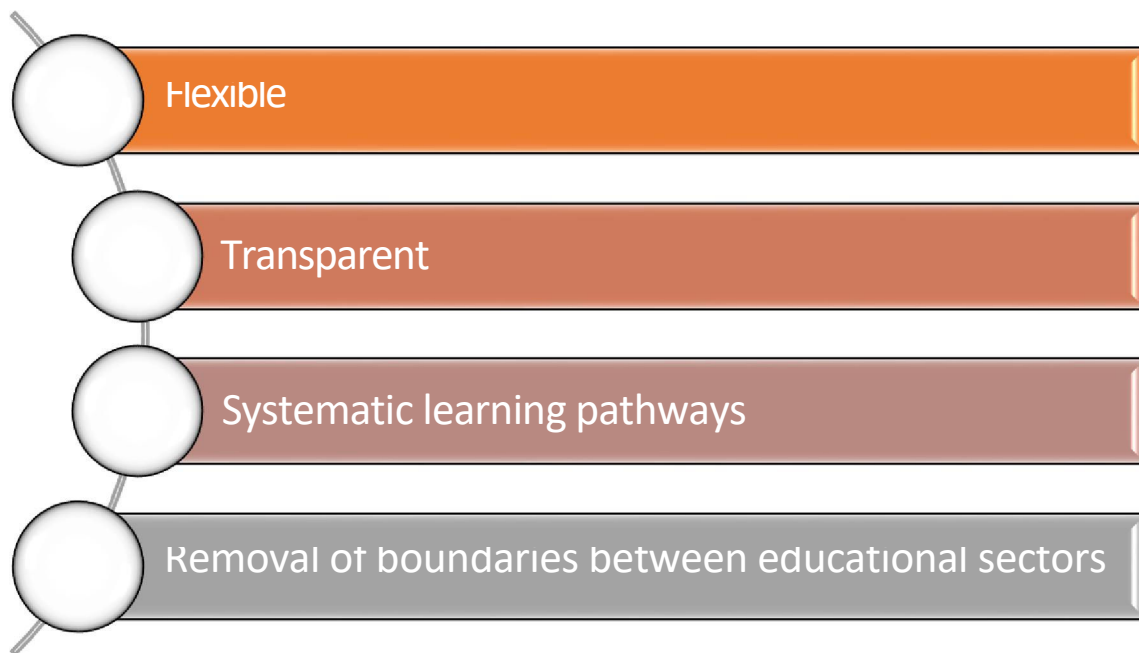
- Unit by unit delivery allows students to exit at any point with full credit for all completed units.
- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.
- At the successful completion of the program, a certificate and record of results for the qualification will be issued.

GENERAL INFORMATION – THE AUSTRALIAN QUALIFICATIONS FRAMEWORK AND LIFELONG LEARNING

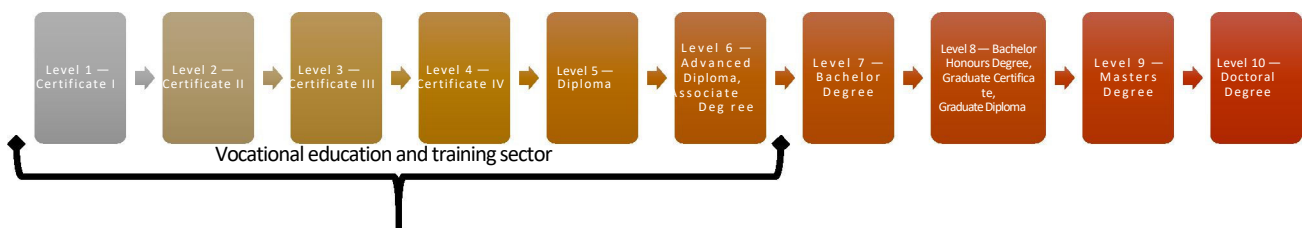
The purpose of the Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post-compulsory education and training. The framework aims to encourage lifelong learning.

The Australian Qualifications Framework (AQF) attempts to do so by providing individuals with better scope to progress through the levels of education and training by improving access to qualifications, by more clearly defining avenues for achievement and by promoting national and international recognition of qualifications offered in Australia.

AQF Commitment



The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and the removal of boundaries between educational sectors. This diagram shows the interlinking and pathways that relate to the various qualification levels.



Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures from existing views of education and learning are substantial. They involve recognition of a wide range of learning modes, strengthening the motivation to learn (wide range of learning opportunities, opportunity to combine classroom learning with learning in work settings etc.), and providing a wide variety of pathways not constrained by rigid notions of formal education and training.

Many of the goals of the AQF support such an alternative view of education and learning needed to promote lifelong learning. These goals include:

- bringing together the qualifications issued by the schools, VET and higher education sectors into a single comprehensive system of titles and standards
- supporting flexible education and training pathways between sectors and lifelong learning
- encouraging parity of esteem between academic and vocational qualifications
- offering flexibility to suit the diversity of purposes of education and training and provide for the differences in the constitution of the sectors
- encouraging cross-sectoral partnerships
- underpinning national policies, in particular on quality assurance and articulation and credit transfer.

Graduating from Hammond Institute or another Australian Qualification Framework (AQF) provider can qualify you for entry to University, therefore many learners who did not successfully complete the year 12 use it as a stepping stone to a University qualification.

AQF Framework – Comparison between all levels			
AQF Level	Description summaries	Qualifications	Time
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.	<ul style="list-style-type: none"> • Doctoral degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.	<ul style="list-style-type: none"> • Masters degree (extended) • Masters degree (coursework) • Masters degree (research) 	<ul style="list-style-type: none"> • 3 to 4 years • 1 to 2 years • 1 to 2 years
Level 8	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning.	<ul style="list-style-type: none"> • Graduate diploma • Graduate certificate • Bachelor honours degree 	<ul style="list-style-type: none"> • 1 to 2 years • 6 months to 1 year • 1 year
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.	<ul style="list-style-type: none"> • Bachelor degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 6	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.	<ul style="list-style-type: none"> • Associate degree • Advanced diploma 	<ul style="list-style-type: none"> • 1.5 to 2 years • 1.5 to 2 years
Level	Graduates at this level will have specialised	<ul style="list-style-type: none"> • Diploma 	<ul style="list-style-type: none"> • 1 to 2 years

5	knowledge and skills for skilled/paraprofessional work and/or further learning.		
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	<ul style="list-style-type: none"> • Certificate IV 	<ul style="list-style-type: none"> • 0.5 to 2 years
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	<ul style="list-style-type: none"> • Certificate III 	<ul style="list-style-type: none"> • 1 to 2 years
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	<ul style="list-style-type: none"> • Certificate II 	<ul style="list-style-type: none"> • 0.5 to 1 year
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	<ul style="list-style-type: none"> • Certificate I 	<ul style="list-style-type: none"> • 0.5 to 1 year

Benefits of obtaining an AQF Nationally Accredited Training Qualification

- Gaining a qualification is the first step to a rewarding career or advancement in your existing job;
- Learners receive a nationally recognised industry qualification;
- Learners are provided with the necessary knowledge and skills enabling them to develop a successful career;
- Each training program is tailored to your training and personal development requirements;
- Learners have their Training Plan which reflects their skill development needs.