
HEALTHY BUSINESS TRAINING ACADEMY

STUDENT MANUAL

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WELCOME TO THE COURSE!

All of information that you need to complete the course, including all exercises, assignments and reading requirements are to be found in the topic notes which will be sent to you as you complete each Learner Guide. However, in many cases you are required to do research on set topics and this includes referenced web sites or self-determined searching. Some courses require purchase of a text book and details of these are provided before you enrol. Your assignments may also include a Learning Journal to help you keep track of ideas and information. Your tutor may also give you copies of handouts, case studies and additional assessment instructions from time to time. You should insert these into your manual for future reference.

The Units of Competency for your course are listed on the course brochure and the enrolment form. Once you have enrolled, you will be issued with an enrolment report and can ask for updates as you complete course work. If you are looking for employment, or a promotion, you might find it useful to obtain an updated enrolment report to put with your application.

When you enrolled, you should have been given copies of the relevant manuals, a training record book (where relevant) and the Learner Guides which form the home study component of your chosen qualification, training program or course. Cover sheets for returning your assignments are included in each package.

On-the-job and/or practical assessment is also required for some Units of Competency, and this can take several forms:

- simulated on-job performance through competency assessments in practical workshops
- recognition of current competency assessment by observation and challenge testing
- audio-recorded, digital and videorecorded work performance
- workbased projects
- work team activities
- training workshops
- unsupervised practicum

Aims and Objectives:

Our courses provide an integrated program bringing together practical work and individual study and research with simulated business practices. You bring your whole self to your business or work. This course is designed to help you use all of your abilities to become competent in your chosen career or profession.

Vocational outcomes

These course(s) and training programs have been developed to assist students within their industry and to give them an edge in transferring to new industries.

We train and assess to the national competency standards for each qualification. We ask that you invest your time in following the learning plans so that you gain maximum benefit from the experience. Our graduates are generally well equipped to apply for better jobs and the depth of their skills allows them to use other skills, such as research, project management and critical thinking to allow them to 'work smarter'.

Time frame for completing course requirements:

The arrangements for completing the course requirements are very flexible and will allow you to structure your learning around the demands of your life and employment or business. A constant feedback process is used to monitor your progress and assist you to learn.

People learn at different speeds and where one student may have a natural ability to learn one set of competencies quickly, but be slower at acquiring others. Generally speaking, it is advised that all part-time course work be completed within:

- 3 months at Statement of Attainment level
- 6 months for a study module which groups several Units of Competency
- 6-13 months at Certificate III level
- 12 to 18 months at Certificate IV level
- 1 to 2 years at Diploma and Advanced Diploma levels

However, students are required to submit work regularly at a rate of not less than a study module or unit per month, and certainly within three months. If circumstances will prevent you from completing your course requirements within these time-frames, you should notify RTO and discuss options for completion.

Competency Standards:

If you have been away from study for some time you will notice a change in the way courses are presented and in the language used to describe the outcomes expected from trainers and students. The whole emphasis has been taken away from what the teacher or trainer does. Accredited courses must now be stated in terms of what the student is expected to achieve at the end of the training.

The new language of training may seem a little formal and confusing, but it should make it easier for you to build a skills profile for your chosen profession:

- a **competency** is the skill or knowledge that you can apply to your work.
- **assessment criteria** are the evidence that you must present to show that you can both do and repeat the skill.
- a **standard** is the level at which you are expected to perform the work or skill.
- **performance criteria** are the other elements that must be taken into account when judging your practical work (such as whether you are courteous to the client).

Course content:

A full description of the course structure and content is given in the publicity brochures and is outlined on the enrolment forms. If you do not have a copy of these documents, please contact RTO Administration and they will be sent to you.

Recognition of Prior Learning (RPL):

You may be eligible for RPL based on prior formal or informal training, work experience and life skills if those skills and experience match the criteria of a unit or units within the qualification.

If you wish to apply for RPL, you need to discuss this with RTO and the relevant manual and kit will be sent to you to assist you to gather your evidence. RPL manuals are also available on the web site.

If you have previously completed any of the units listed in your chosen qualification, you will be given full and immediate credit for these on submission of your Qualification testamur, Statement of Results or Statement of Attainment. Please do not send originals.

Please note that all applications in which prior qualifications are submitted will be checked for verification of authenticity with the issuing organisation. The authorisation to do this is included in the declaration on your enrolment form.

You do not have to make an RPL application to have prior attainment of units given credit in your current course. Simply provide us with the evidence and we will immediately sign you off for the unit or units.

Confidentiality issues:

Please note that all information given to you is **Commercial in Confidence**. You may only use the information for the purpose for which it is intended and you may not give copies of any of the materials to any other person. To do this robs RTO of its competitive advantage and any infringement of this obligation will be pursued under Intellectual Property laws.

All material you submit to us for marking, and all personal details on your file are kept strictly confidential and accessed only by those staff directly involved in your training program or having administrative duties for record keeping. Under privacy legislation, no information about you or your studies may be provided to a third person without your written permission.

Under Freedom of Information legislation, you are entitled to view or access information held on your student files at any time. There is a set procedure for gaining access which is designed to prevent a third party from gaining access to your files. If you would like to view or receive a copy of any information, please ask the Administration for a copy of the policy and procedures for gaining access to your personal files.

Access and equity

RTO is committed to the principles of Access and Equity and a number of School Policies relate directly to your rights in this regard. They are:

- Access and Equity Policy
- Anti-discrimination Policy
- Equal Opportunity Policy
- Sexual Harassment Policy
- Student Information Policy
- Student Access to Personal Files

You may obtain copies of all the above policies, if you wish, by contacting RTO administration.

Students with special learning needs:

If you have any special learning difficulties or needs, please alert us to these as we can make arrangements to provide you with support. You may elect to complete a special self-test to highlight areas of difficulties with language, comprehension or numeracy which will help us decide how best we may assist you with your learning.

We are able to assist you by providing mentoring or adjusting assessments for your special needs. Where the issue is one where we feel we are not able to provide you with the specialist help you require, we will refer you to people who can help you.

Help with Foundation Skills are integrated into course work and many assessment task help you develop

- Reading and comprehension
- Communication with others, both orally and in writing
- Interacting with others
- Work planning and solving problems

Independent research and study:

The course provides learning experiences based upon practical experience and through independent study and research. It is particularly important for you to be self-directed in the learning process because, whether you are subsequently employed or self-employed. If you experience any learning difficulties, or need advice on how to research and complete assignments, you should ask your course co-ordinator, trainer or tutor to assist you.

Mentoring and additional assistance:

We provide mentoring to help you with any issues you may have regarding your course work. This can be arranged in person, if you live near our main campus, or near one of our regional campuses. You can also contact us by telephone, fax, email or mail at any time during business hours and we will respond as soon as possible. We also use Skype to keep in touch with distance students, and you can get practical demonstrations this way. The use of webinars allows us to share 'real-time' discussions, group tutorials and alternatives to workshops for rural and remote students.

Complaints resolution:

The RTO operates under an ethos of respect for the rights, beliefs and cultures of all parties. If you have a complaint which is not able to be resolved by direct discussion between the parties, then you should discuss this with a senior staff member at RTO in the first instance. If the need for mediation goes beyond discussion of your issues with the Director of Studies or CEO, then you will be guided to the appropriate external mediation source to resolve your complaint. All complaints must be made in writing and you will be provided with a copy of the relevant policy which is also available on our web site..

If the issue revolves around personal conflicts, RTO will refer the parties to an appropriate external mediator or agency.

In the last resort, you may take your case to common law through the local Magistrate's Court or to Fair Trading or to the National Training Complaints Hotline. Please refer Complaints Policy for the avenues of mediation available to you.

Foundation Skills

This course integrates some nationally agreed study or general work practices that a person needs to be effective and efficient in the workplace. We integrate these into your assessment activities in order to provide a hands-on and holistic approach to skills development.

The competencies are as follows:

- Communication (verbal and written)
- Team work
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning

For example: if you are studying at Diploma level or above, an assessment might be to research information, present it to your work team in a meeting and document the participative management outcomes for quality improvements.

Standards for course work:

The aim is to present documents with as professional a finish as possible. If you have access to a word processor, you should have the material for your assignments keyed in. In order to assist this, we provide templates for many of our assessments so that you can enter in the assignments and return them as electronic files via email.

If this is not possible then the materials should be in a neat hand written or printed format.

- it must be neat handwritten or (preferably) typed up
- it should have the right context and style for the audience
- all spelling and punctuation should be checked for accuracy
- attention should be paid to accurate grammar and syntax
- it should use all words applicable to the industry both accurately and in the right context
- the format should contain all the required elements
- it must have a title page
- your name must be on the cover or you might never get it back (or get a grade for it)
- lengthy documents (over 10 pages) should also have a Contents page
- all pages must be numbered at the bottom (middle or RHS)
- all quotations and references should be acknowledged in the appropriate (Harvard) style
- it must be handed in on time or have permission for late submission

There are several quality resources which can be used to help you with these standards. One book, which covers referencing as well as report structure, is the following:

Summers, J and Smith, B 2004 <i>Communication Skills Handbook: how to succeed in written and oral communication</i> Wiley, Milton

However, most bookstores and University campus suppliers will have a suitable range of guides available.

Presentation style:

The style expected for written work is the same as that used normally in business. In some cases, the length of written assignments will be specified, but in general short, sharp and shiny summary forms are preferable. These may include bulleted summaries to draw attention to key issues and, where appropriate, material presented as tables, charts and diagrams. Clarity is more important than waffle; voluminous answers full of empty phrases very rarely indicate competency or understanding.

In your documents, always refer to yourself in the third person; in other words, use your name or third person pronouns (“he” or “she”). A good report format presents information according to a concise plan or argument with the issues clearly stated.

If you are not confident about your writing ability, then the best rule-of-thumb is to use the KISS (keep it short and simple) principle.

References:

All candidates are reminded that plagiarism is not accepted at this RTO. In the event that a candidate uses the work of another and claims the ideas or exact phrasing as their own, the submitted assignment will be returned unmarked and a grade of “Not Yet Competent” awarded. A subsequent proven case of plagiarism can lead to immediate termination of enrolment.

To avoid this, it is essential that candidates use an accepted style of referencing when completing major reports or research assignments. We prefer the Harvard style for its simplicity and because it is familiar to most people, but other methods also exist. Essentially, there are two types of referencing that are used in the Harvard style: ***in-line references*** and ***List of References***.

In-line references occur within the body of your text and are limited to (author, date, page). It is important to make the distinction clear between your own ideas and those of another author, particularly when you have summarised or paraphrased a key idea spanning an entire section (or the whole work). The List of References includes the full imprint details in the format:

{author surname, initial}, publication date, *title: subtitle where appropriate*, publishing firm, place of publication.

As mentioned above, there are many books on the market today which provide good information and guidance on referencing styles as well as the rules for referencing. Given the currency and usefulness of information available on the Internet, we recommend that you obtain or have access to a guide that also covers referencing of online resources as the rules for these are a little different to books.

Assessments:

Each study topic contains reading, research and written assignments, some of which must be submitted for marking. In addition, you will be expected to complete practical assessments for some areas of the course,

Each module of distance education or flexible delivery programs is accompanied by a cover sheet. In some programs, this is part of an Assessment Manual which you can complete Topic by Topic and send in as you finish each section so that you can get ‘real-time’ feedback.

If you have difficulty understanding any of the set work, or would like to substitute work based evidence for a set assignment, please discuss this with your tutor or assessor. This will allow you to apply your skills in your job role and using your employer’s protocols and processes.

Assessment templates are provided for most units and assessments may be returned in completed workbooks or electronically using the templates. Some files will be too large for email and may be returned on CD, USB or via Drop Box.

Always make a copy of any material sent in and record the date you despatched it. This will safeguard you should your assignments be lost in transit. It will also make it easier for you to continue work on your final assessments while waiting for the marking process to be completed.

Workbased evidence:

If, after reading the assessment tasks you find that you can provide alternative evidence through submitting examples of work you have completed in your job or business, you may do so. If this evidence is substantial enough to complete a Unit through recognition assessments, you may negotiate to substitute a recognition process for the set assessment tasks. A refund of the difference between your Unit fee and the RPL fee will be made, less a charge for the course materials if you choose to retain them.

Assessment methods:

Competency assessments generally take place when you feel you are ready for it, not at any set time or dictated by the needs of other students. However, we recognise that some people delay the inevitable because they “hate to be assessed” and may therefore require firmer direction regarding completion times.

The assessments are generally based on the *business operation* or *work duties* you would normally undertake in your chosen career. Some are knowledge based and may ask for factual answers, comprehension of reading tasks or reflections on how you apply theoretical constructs to case studies or real world situations, The work is designed to help you integrate what you know into what you do.

Students are primarily ***measured against set industry standards***. Practical demonstration of skills and knowledge is therefore very important. As one University lecturer put it, passing the assignment is not enough because, in the real world of business ownership or employment, it is not enough to get something only half-right or mostly-right, especially in critical health or business operations.

We do not generally set examinations at RTO. We do our best to assess you under the kind of conditions you would expect to have in the workplace. This means that three-hour summative examinations which can be prepared for the day before and with all knowledge promptly forgotten the day after will rarely – if ever – appear in your chosen program. Where tests and examinations are used in advanced programs, it is with the purpose of consolidating learned knowledge and the intent of highlighting strengths and weaknesses for the individual themselves to rectify.

“Life does not set examinations; neither do we” (*Anon.*)

In most programs and modules at Certificate III to IV level, you will find a series of assignments that combine to help you prepare the final assessment activity. Diploma and Advanced Diploma units will also set research projects and complex workbased tasks,

Assessments take place at all stages of the course. Some assessments are conducted in ‘closed book’ conditions. Examples of where this may occur are short answer tests for knowledge retention on underlying concepts. For all other types of assessment, there is nothing ‘hidden’ about the assessment process and short answer questions may require some research or use of a textbook.

Further information on the specific types of assessment for individual programs is given in the Study Guides and Assessment Manuals for your specific program. You should read this information before you begin the work as the information details the different types of assessment evidence you are required to submit. These include:

- work-based projects
- workplace documents (authorised by a supervisor or appropriate person)
- special needs assessments to address learning or language difficulties
- alternatives to group work or practical workshops for remote students
- audio-taped or video-taped evidence
- submission of assignments as email attachments

Return of marked work:

For most assessments and assignments, we make a scanned copy of the marked work and return the original to you so that you can review your progress.

You should submit a self-addressed, stamped envelope, post bag or express post bag of the correct size and weight limits for the return postage.

Where the evidence consists of records about your own clients, we regard this as being the property of the client. In most cases we will return the records after reading them and retain only a checklist that verifies the type of evidence submitted.

Results:

When you send in your assignments (unless completed within a workshop), you should attach an assignment cover sheet to your work. Each topic/module will be checked off a central record and signed off by your trainer or tutor, or from your practical session assessment checklists. If there are any special instructions resulting from the marking process, your tutor will give you written comments to follow when the marked work is returned to you.

The whole purpose of the assignments is to help you build professional standards in relation to the course or program which you enrolled in. All tutors have been selected to help you achieve your goals by offering constructive suggestions for improving your work.

Some assessments are not given a Competent/Not yet competent grade because they are formative assessments. These are designed to give you a measure of how well you are learning or which may produce working documents which eventually become part of final assessment instruments. An example of this would be preparing a business plan. Individual financial reports may not be assessed, but a complete set of reports and ratio analyses might be required as a final assessment.

We currently award the following grades to all competency-based assessments:

- CA = Competency achieved
- NYC = Not yet competent

All candidates are required to demonstrate competency against all aspects of the specified Unit. This means that we essentially award only one grade – competent which is equivalent to a “Distinction” or “A” – to successful candidates.

Appeals against assessment decisions:

If you disagree with the assessment decision, you can make an appeal.

The RTO supports your right to do so, whether this is against an RPL decision or a coursework assessment.

The appeal form for coursework assessments should be given to you with any assessment that is marked NYC (Not yet competent). If you receive a NYC result without being given the appeal form, please contact the office to obtain one.

Likewise, any RPL Assessors report to you should also be accompanied by an appeal form.

It is rare for a person to 'fail' at everything. Generally the NYC relates to an instance where you have missed out part of an assessment or provided evidence that is 'thin'. We don't just say "You could do better", we ask you to resubmit a piece of work worthy of your effort.

Sometimes you may 'get it wrong' in one part of the Unit and then self-correct and 'get it right' in a later assessment. Your quality improvement is then noted and you will be marked competent on the basis of this improvement, because you have learned to monitor and correct your own work.

The procedures for appealing an assessment or RPL decision are outlined in the *Appeals policy*. In summary, the steps are:

- lodge a Notice of Appeal on the appropriate form within one month of receiving the assessment with which you disagree and discuss this directly with your trainer or assessor. This is because it is wise to discuss your claims while the events and content of the disputed assessment are still fresh in everyone's mind.
- if the explanation you are given for being judged 'Not Yet Competent' against a particular assessment does not resolve your issues, you may next discuss the result with the Director of Training at RTO.
- We may ask external and neutral moderators to review the assessments and give us a professional judgement.
- if this avenue of mediation fails, then you have the right to take your issue to ASQA and beyond that to resolution under Common Law in a Magistrate's course.

Exit points:

The following exit points are possible within the course for partial completion without attaining a Unit of Competency.

- A *Statement of Attendance* can be provided for candidates who attend any practical workshop or seminar which forms a component of the requirement for a Unit of Competency, but who do not satisfactorily complete the assessments (if conducted at that workshop or seminar).
- A *Statement of Completion* can be provided for non-accredited modules

If you exit with either of these Statements, it is important to note either document might be considered acceptable as part of the evidence required for Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL). However, in most cases, attaining the full qualification is the minimum requirement for the establishment of a professional practice particularly for candidates enrolled in Health Training Package common competency courses.

You also need to be aware that only the following testamurs are true qualifications under the Australian Qualifications framework (AQF):

- A *Statement of Attainment qualification* is able to be issued when a candidate completes all the requirements for a specified Unit of Competency in accordance with AQF.
- A full *Certificate or Diploma qualification* all the aggregate components of a qualification are attained

Issue of Qualifications:

In order to be issued with a nationally recognised qualification under the Australian Qualifications Framework (AQF), candidates must have:

- been awarded a result of Competent against all nationally endorsed Units of Competency comprising the program or course in which they have enrolled
- satisfactorily completed the essential knowledge and skills components specified in any Unit of Competency listed in the program or course in which they have enrolled.

Lost testamurs

If you lose your copy of the qualification, we can replace it providing you give us proof of identity and pay an administrative fee of \$35. The fee may be waived testamurs lost in natural disasters.

RTO policies and procedures:

The following policies and procedures are available to you and may be requested at any time. This is information you need to have according the Standards for Registered Training Organisations 2015.

They specify the rights and obligations of all parties to the training contract:

- STU-POL-001 Client services
- STU-POL-002 Refund policy
- STU-POL-003 Access and equity
- STU-POL-004 Anti-discrimination
- STU-POL-005 Complaints
- STU-POL-006 Appeals
- STU-POL-007 Foundation skills
- STU-POL-008 Access to personal files
- STU-POL-009 Sexual harassment
- STU-POL-010 Disciplinary Actions

If you do not receive a copy of any of these, or if you lose your copy and want a replacement, please ask the Administration for one to be emailed or posted to you:

Work Health and Safety:

RTO maintains a strict adherence to the principles of Duty of Care to its staff, students and all clients who use the facilities we operate or hire for our administration, classes, workshops and seminars. We have an impeccable health and safety record and we count on you to help us maintain this. We operate under a formal safety plan that requires all staff and students to remain vigilant of environmental conditions that pose a health and safety risk and to report any likely cause of accident and injury immediately to minimise risks.

Legislation:

There are a number of laws that apply to Student Services and the RTO is bound to comply with these in all policies and procedures.

This includes the legal obligation to be compliant with the National VET Regulator Act, 2011 and the Standards for Registered Training Organisations, 2015.

Legislation	Related Policies & Procedures	Your rights and obligations
Confidentiality of Student Records:		
Privacy Act 1988 Australian Privacy Principles Anti-Discrimination Act 1991 Anti-Discrimination Tribunal Ruling, 1993	STU-POL-001 Student services STU-POL-008 Student access to personal files	No information may be given about you to a third party, other than the conditions noted on your enrolment form. In return we ask that you respect our commercial confidentiality and our intellectual property. We also ask you to respect the rights of others by abiding by the rule that 'what is said in the room, stays in the room'. You have the right to request access to your training records at any time. All records are sent to a commercial confidential destruction facility or archived securely on premises.
Equal opportunity and Equal Employment Opportunity:		
Anti-Discrimination Act 1991 Anti-Discrimination Tribunal Ruling, 1993	STU-POL-003 Access and equity	We do not discriminate against any applicant or student and expect our students to support us in assisting those from different cultures and language groups to feel welcome and valued. Where a disability or other issue requires adjustment to training or assessment methods, we do our utmost to accommodate those needs.
Anti-discrimination and Sexual Harassment:		
Anti-Discrimination Act 1991 Anti-Discrimination Tribunal Ruling, 1993	STU-POL-004 Anti-discrimination STU-POL-009 Sexual harassment	RTO has a zero tolerance policy to any form of discrimination and harassment, including the exchange of jokes and discriminatory political materials.

Occupational Health and Safety:		
<p>Work Health and Safety Regulation, 2011</p> <p>Workplace Health and Safety (Advisory Standards),</p> <p>Workplace Health and Safety (Industry Codes of Practice)</p>	<p>WHS-POL-001 Work health and safety</p>	<p>We have a Duty of Care to provide you with a safe learning environment. You have an obligation to ensure that the safety of that environment is maintained by following safe work practices and acting in a responsible manner.</p>
Workplace violence and bullying:		
<p>Workplace Health and Safety Act, 2011</p> <p>Work Health and Safety Regulation, 2011</p> <p>Workplace Health and Safety (Advisory Standards), 1998</p> <p>Workplace Health and Safety (Industry Codes of Practice), 1999</p>	<p>WHS-POL-002 Duty of Care</p> <p>WHS-POL-004 Violence and bullying</p>	<p>Violence and bullying is not tolerated by RTO. We reserve the right to cancel the enrolment of any student who causes harm to others.</p>
Consumer Law		
<p>Fair Trading Act (by State)</p> <p>Australian Consumer Law (ACL)</p>	<p>STU-POL-002 Refund policy</p>	<p>These laws govern the provision of RTO services to you as a consumer. They ensure your obligation to pay fees for service, as stipulated at time of enrolment as well as govern the operation of any cooling off period, refunds and your right to redress in financial matters.</p> <p>Note that once an enrolment form is signed and the relevant cooling off or probationary period is past, this effectively becomes a legally binding contract and is then subject to contract law.</p> <p>You are also deemed to have legally entered into a contract if you commence training or complete any assessments during the cooling off period. In this case a refund may only be granted in cases approved by the Director.</p> <p>Special conditions apply to funds paid in advance for workshops where withdrawal is made within certain time frames.</p>

You may request full copies of any of the Policies and Procedures listed above, if these have not already been given to you in this manual or any Information Packs.