



HEALTHY BUSINESS TRAINING ACADEMY

STUDENT MANUAL

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WELCOME TO YOUR COURSE!

All of information that you need to complete the course, including all exercises, assignments and reading requirements are to be found in Learner Guides and Assessment Resources which will be sent to you as you complete each Topic or Unit.

Some courses might require purchase of a text book and details of these are provided before you enrol. Where possible we provide e-books or links to e-books and reports so that you can browse online.

The work becomes more complex in higher level qualifications. Our qualifications range from Certificate III to Diploma.

In higher level qualifications you are required to do independent research on different topics and this includes referenced web sites or literature searching.

Your assignments may also include a Learning Journal to help you keep track of ideas and information rather in traditional Question and Answer format. This encourages reflective learning.

Your trainer 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, we keep track of your progress on our Student Management system and you 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.

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
- work based projects
- work team activities

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. Our courses are designed to help you use all of your abilities to become competent in your chosen career or profession.

Course content:

A full description of the course structure and content is given in the publicity brochures and is outlined on the enrolment forms. These are available on the web site.

Course durations (Volume of Learning):

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 a reasonable time frame. Typical time frames for completion if you are new to the vocational area might be:

- 1-2 months per unit in a distance course
- 4-6 months for a study module which groups several Units of Competency
- 12-18 months at Certificate III level for an entry level course
- 6-12 months at Certificate IV level
- 12-18 months at Diploma and Advanced Diploma levels

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

Amount of Training required

If you are coming in with prior study or workplace experience you may complete courses in a faster time frame. The experience and prior learning you bring to the course can be discussed in entry interviews and you may be given a pre-training questionnaire to complete.

This allows us to design training around what you need to learn rather than going over what you already know and can do.

Competency Standards:

If you have been away from study for some time you will notice a change in the way courses are presented, and 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 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).

You are encouraged to keep a portfolio of all work completed which will allow you to showcase your work to employers or when applying for other courses.

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 skills are as follows:

- Communication (verbal and written)
- Working and communicating with others
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management (Getting the work done)
- Learning

For example: if you are studying at Diploma level, 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.

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 your trainer / assessor and the relevant manual and kit will be sent to you to assist you to gather your evidence.

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 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 registered training 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 HBTA 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. There is a Privacy Statement in your enrolment form and this must be signed, together with the Declaration section of the form.

Access and equity

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

- Access and Equity Policy
- Anti-discrimination Policy
- Sexual Harassment Policy
- Privacy Policy

You may obtain copies of all the above policies, if you wish, by contacting HBTA 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:

Your course may provide 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, your job will require you to constantly learn new things and new skills. If you experience any learning difficulties, or need advice on how to research and complete assignments, you should ask your course coordinator, trainer or assessor 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, by telephone, email or video conferencing at any time during business hours. We will respond as soon as possible. We also use video calls to keep in touch with distance students, and you can get practical demonstration this way. The use of webinars allows us to share 'real-time' discussions, group tutorials and alternatives to workshops for rural and remote students.

Access to your records:

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.

Complaints resolution:

HBTA operates under values 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 HBTA 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, HBTA 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 ASQA. Please refer Complaints Policy for the avenues of mediation available to you.

Standards for course work:

All course work must be at the appropriate level for the course level. Tick and flick responses are not acceptable.

The aim is to present documents with as professional a finish as possible using Microsoft Office. 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. Many are available as e-books or online resources.

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 paragraphs and 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. In the world of work people are too busy to read lengthy documents.

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 HBTA. 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. So can copying the work of other students or direct copy and paste from course resources.

To avoid this, it is essential that candidates reference their source when using quotes and opinions of other authors

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,

The resources may be unit by unit or can be integrated courses in which units are clustered.

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 USB or via Drop Box.

Always make a copy of any material sent in and record the date you dispatched 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.

Work based 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.

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 the competency standards of each respective unit of competency**. Practical demonstration of skills and knowledge is therefore very important.

VET is competency based, and you will be assessed as either Competent or Not Yet Competent. We do our best to assess you under the kind of conditions you would expect to have in the workplace. Assessments are developed 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.)

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 receive the completed workbooks and relevant tasks via email or Dropbox.

Where the evidence consists of records about 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.

We follow the same process when you submit confidential work documents. You may redact the documents.

Results:

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 assessors 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:

- C = Competent
- 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.

HBTA 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 CEO of HBTA.
- 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 court.

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 partial evidence required for Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL).

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

- A *Statement of Attainment testamur* 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.

While we are obliged to issue a qualification within 30 days of being judged competent, this is not when an assessor has marked the work but after the submission evidence has been audited and HBTA has satisfied the quality and completeness of the work.

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 if testamurs are lost in natural disasters.

Work Health and Safety:

HBTA 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 count on you to help us maintain our good health and safety record. We operate under a formal safety plan that requires all staff and students to remain aware of environmental conditions that pose a health and safety risk and to report any likely cause of accident and injury immediately to minimise risks

If at any point during the course you, your trainer or assessor deems that you are at risk in undertaking an activity, then the activity will be stopped.

Infection Control:

Our emphasis has always been on promoting a healthy training environment. With the new threat from the Covid-19 pandemic, it is more important than ever that everyone works together to prevent the community transmission of this disease. In order to play your part:

- Do not attend workshops or on-job training if you are sick have flu-like symptoms
- Get tested for Covid-19 if your doctor thinks you should and inform your trainer of the results
- Wear masks and wash your hands often. Hand sanitiser will be available on site.
- Keep your distance: a minimum of 1.5 or 2 meters is best
- Coughs and sneezes spread diseases: trap your germs in a tissue – and wash hands!

HBTA 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 to the Standards for Registered Training Organisations 2015.

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

- STU-POL-001 Student 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 LLN
- STU-POL-008 Access to personal files
- STU-POL-009 Sexual harassment
- STU-POL-010 Disciplinary Actions

Some of these are available on www.hbta.edu.au

If you did 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.

Legislation:

There are a number of laws that apply to Student Services and HBTA 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 Access 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	HBTA has a zero tolerance policy to any form of discrimination and harassment, including the exchange of jokes and discriminatory political materials.

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RTO: 30831

Occupational Health and Safety:		
Work Health and Safety Regulation, 2011	WHS-POL-001 Work health and safety	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.
Workplace Health and Safety (Advisory Standards),	WHS-POL-005 Infection control	
Workplace Health and Safety (Industry Codes of Practice)		
Workplace violence and bullying:		
Workplace Health and Safety Act, 2011	WHS-POL-002 Duty of Care	Violence and bullying is not tolerated by HBTA. We reserve the right to cancel the enrolment of any student who causes harm to others.
Work Health and Safety Regulation, 2011	WHS-POL-004 Violence and bullying	
Workplace Health and Safety (Advisory Standards), 1998		
Workplace Health and Safety (Industry Codes of Practice), 1999		
Consumer Law		
Fair Trading Act (by State) Australian Consumer Law (ACL)	STU-POL-002 Refund policy	<p>These laws govern the provision of HBTA 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 CEO.</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.