



Basa Education
& Counselling
Services

National Education and training

BECS CODE OF PRACTICE

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DISCLAIMER

The information contained in this booklet is accurate and current as of January 2013. Basa Education and Counselling Services (BECS), reserves the right not to offer a course or Unit and to decline the enrolment of a student in a course or unit on the basis of student demand, resource constraints, not satisfying entry requirements, incomplete/incorrect documentation, a student not operating or has a prior history of not operating within the general guidelines of the policies and procedures of BECS as outlined in BECS' Code of Practice.

Course structures, assessment, unit objectives, content and fees are subject to amendment as circumstances dictate. It is therefore recommended that students periodically refer to BECS' website at www.becsonline.com.au for any updates.



CONTENTS

BECS Code of Conduct	5
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Policies and Procedures

Access and Equity Policy and Procedure (POL01).....	7
Special Consideration Policy and Procedure (POL01A)	9
Language, Literacy and Numeracy Policy and Procedure (POL01B)	12
Welfare and Support Policy and Procedure (POL01C)	13
Administration and Record Keeping Policy and Procedure (POL02)	14
Admission and Enrolment Policy and Procedure (POL03)	16
Deferral/ Suspension, Cancellation/ Withdrawal, Transfer Policy and Procedure (POL03A)	20
Appeals Policy and Procedure (POL04)	27
Assessment Policy and Procedure (POL05)	33
Late Assessment Submission Policy and Procedure (POL05A)	39
Assessment Extension Policy and Procedure (POL05B)	41
Complaint /Grievance Policy and Procedure (POL10)	44
Continuous Improvement Policy and Procedure (POL11)	48
Equal Opportunity Policy and Procedure (POL15)	50
Academic Integrity Policy and Procedure (POL15A)	55
General/Non-Academic Misconduct Policy and Procedure (POL15B)	60
Suspension and Expulsion/Exclusion Policy and Procedure (POL15C)	64
Evaluation and Feedback Policy and Procedure (POL16)	66
Student Academic Progression Review Policy and Procedure (POL16B)	69
Fee, Charges and Refunds Policy and Procedure (POL19)	74
Marketing and Advertising Policy and Procedure (POL25)	80
Moderation /Validation of Assessment Policy and Procedure (POL26)	82
Mutual Recognition Policy and Procedure (POL27)	84
Occupational Health and Safety Policy and Procedure (POL28)	86
Privacy Policy and Procedure (POL31)	87
Recognition of Prior Learning (RPL) Policy and Procedure (POL34).....	90
Glossary of Terms Policy and Procedure.....	93

BECS CODE OF PRACTICE		F15-03
Introduction and Purpose	As a Training provider working in partnership with the a Registered Training Organisation (RTO), BECS is committed to the provision of high quality training and assessment services to all clients, in accordance with the standards endorsed by State and Territory Ministers under the Australian Quality Training Framework (AQTF), the same requirements of the standards under which an RTO operates.	
BECS Personnel	<ul style="list-style-type: none"> • Ensure that those attending our courses are treated fairly and without discrimination at all times. • Endeavour to be sensitive to the diverse backgrounds and needs of all of our learners. • Endeavour to ensure that no learner is unfairly disadvantaged. This includes making reasonable adjustments to the training environment, resources, and delivery and assessment strategies to accommodate learner needs. • Engage in professionally responsible and ethical assessment practice. • Respect the privacy and confidentiality of clients and client information 	
As an Organisation	<p>BECS will:</p> <ul style="list-style-type: none"> • Provide clients with clear and accurate information about the products and services we offer. • Use trainers and assessors with relevant subject matter expertise and appropriate training and assessment experience • Develop and use high quality training and assessment resources • Provide safe and comfortable learning environments for our clients and staff. • Recognise the AQF qualifications and statements of attainment issued by other Registered Training Organisations • Make Recognition of Prior Learning (RPL) available as an assessment option to our clients • Continually review and evaluate our systems, products and services to ensure they are of a high standard. • Welcome and actively seek client feedback as the basis for continuous improvement of our systems, resources, and the services we provide. • Provide fair and equitable processes through which clients can make complaints or appeal assessment decisions. • Uphold all legislation and comply with all regulatory requirements relevant to the operation of our Organisation 	
Related Policies	<ul style="list-style-type: none"> • POL01 - Access and Equity Policy and Procedure • POL01A - Special Consideration Policy and Procedure • POL01B - Language, Literacy and Numeracy Policy and Procedure • POL01C - Welfare and Support Policy and Procedure • POL02 - Administration and Record Keeping Policy and Procedure • POL03 - Admission and Enrolment Policy and Procedure • POL03A - Deferral/ Suspension, Cancellation/ Withdrawal, Transfer Policy and Procedure • POL04 - Appeals Policy and Procedure • POL05 - Assessment Policy and Procedure • POL05A - Late Assessment Submission Policy and Procedure • POL05B - Assessment Extension Policy and Procedure • POL10 - Complaint /Grievance Policy and Procedure 	

	<ul style="list-style-type: none"> • POL15 - Equal Opportunity Policy and Procedure • POL15A - Academic Integrity Policy and Procedure • POL15B - General/Non-Academic Misconduct Policy and Procedure • POL15C - Suspension and Expulsion/Exclusion Policy and Procedure • POL16 - Evaluation and Feedback Policy and Procedure • POL16B - Student Academic Progression Review Policy and Procedure • POL19 - Fee, Charges and Refunds Policy and Procedure • POL25 - Marketing and Advertising Policy and Procedure • POL26 - Assessment Validation/Moderation Policy and Procedure • POL27 - Mutual Recognition Policy and Procedure • POL28 - Occupational Health and Safety Policy and Procedure • POL31 - Privacy Policy and Procedure • POL34 - Recognition of Prior Learning (RPL) Policy and Procedure
Related Forms	<ul style="list-style-type: none"> • F01A-01- Special Consideration Form • F02-01 - Student Training Record • F03-01 - Enrolment Application Form • F03-02 - Variation of Enrolment (Cover Sheet) • F04-01 - Appeals lodgement form • F05-11 - Alternative Assessment Form • F05B-01- Extension Request Application • F09-01 - Legislation in Training programs • F10-01 - Informal Complaint/Grievance Cover Sheet • F10-02 - Formal Complaint/Grievance Lodgement form • F11-01 - Continuous Improvement Request Form • F11-04 - Continuous Improvement Register • F15-01 - Student Code of Conduct • F15-02 - Trainer/Assessor Code of Conduct • F15-03 - BECS Code of Conduct • F18-01 - Workplace Training and Assessment Approval • F18-02 - Student Training Plan • F19-01 - Refund Application • F21-02 - Acknowledgement Declaration • F21-03 - Student Handbook • F21-04 - Course Information/Student Information • F21-05 - Student Study Guide • F25-01 - Marketing and advertising approval checklist • F27-01 - Mutual recognition application • F28-01 - Near Miss Form • F28-02 - First Aid Incident Form • F31-01 - Consent to BECS to Release Info • F31-02 - Consent Form • F34-01 - RPL Application • F34-04 - Candidate's Self-Evaluation Form

SANCTION

BECS will honour all guarantees, policies and procedures, and management practices outlined in BECS Code of Practice in order to maintain high professional standards in the design, delivery and assessment, and marketing of its courses and to safeguard the interests and welfare of our students.

ACCESS AND EQUITY			POL01
Type of Document:	Policy and Procedure		
Title:	Access and Equity		
Document Number:	POL01		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to promoting, encouraging and valuing equity and diversity with staff and students and provide students with an optimal environment to achieve a high level of success. This means:</p> <p>Training and assessment policies and procedures incorporate access and equity principles that provide flexible learning and assessment options to allow students alternatives to recognize the diversity of their individual needs and circumstances. Enrolments into training programs are conducted at all times in ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation. All participants have equitable access to training resources, facilities, support services, information, trainers and assessors, materials, learning and assessment opportunities, special needs materials and equipment; and the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socioeconomic background, disability, sexual preference, family responsibility or political conviction.</p>		
Policy Scope	To all staff, students and persons seeking to enroll at BECS		
Related AQTF Standards	Standards 2.1 & 2.4		
Definitions	Refer to Glossary of Terms		
1. Policy Purpose	To ensure that all of BECS' operational policies and procedures incorporate the principles of access and equity and services offered are provided in a fair and equitable manner to all students, free from bias.		
2. Policy Principles	<p>2.1. BECS abides by access and equity principles.</p> <p>2.2. BECS provides learning opportunities for potential students from equity groups, members of racial, ethnic, or ethno-religious minority groups, or with disability.</p> <p>2.3. BECS aims to meet the educational needs of all students, irrespective of their background.</p> <p>2.4. BECS provides equal opportunity for all students regardless of their gender, pregnancy, race, marital status, sexuality, age, family responsibilities, disability, transgender, political conviction, cultural, linguistic, or socio-economic background, religious belief, or geographic location.</p> <p>2.5. BECS seeks to create a learning environment where all students are respected and can develop their full potential.</p> <p>2.6. Special Needs</p> <p>2.6.1. Prior to enrolment Participants are requested to advise BECS about any physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.</p> <p>2.6.2. Participants with disabilities are encouraged to discuss with BECS any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.</p> <p>2.6.3. BECS, in collaboration with participant, will assess their potential to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the participant.</p> <p>2.7. Special Consideration -If a student encounters compassionate or compelling</p>		

	<p>circumstances during their study that have an adverse effect on the their academic progress, they may submit a Special Consideration Form (F01A-01) in accordance with Special Consideration Policy and Procedure (POL1A).</p> <p>2.8. Language, Literacy and Numeracy (LLN)</p> <p>2.8.1. Each Training Package sets minimum requirements in participants' language, literacy and numeracy skills with which BECS must abide.</p> <p>2.8.2. Any entry requirements for courses in language, literacy and numeracy are stated in pre-enrolment and enrolment literature.</p> <p>2.8.3. Where a participant is deemed, either prior to enrolment or during a training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, BECS will provide appropriate advice and support in a way of referral for further learning options.</p> <p>2.9. Welfare and Support - BECS is committed to welfare of all learners undertaking its programs and will provide guidance as appropriate to assist learners in determining their best study options, including the provision of mentoring/ tutoring or appropriate referrals to professionals in areas of need.</p> <p>2.10. BECS Commitment - BECS will demonstrate its commitment by:</p> <p>2.10.1. Selecting students with fair and non-discriminatory process,</p> <p>2.10.2. Making its training relevant for a diverse student population,</p> <p>2.10.3. Providing suitable access to facilities and resources, appropriate support, referral services, and complaints procedures,</p> <p>2.10.4. Consulting with relevant industry groups,</p> <p>2.10.5. Raising staff, contractors, and student awareness of equity issues.</p>
3. Supporting Documentation	All BECS Policies and Procedures and relevant Forms

PROCEDURE

Access and Equity	01-01
Access and equity procedures are embedded in all BECS procedures	

LEGISLATIVE OBLIGATIONS

This policy acknowledges BECS' Legal obligations under State and Federal legislation:

- Age Discrimination Act 2004 (C'wealth) www.austlii.edu.au/au/legis/cth/consol_act/ada2004174
- Disability Discrimination Act 2005 (C'wealth) www.austlii.edu.au/au/legis/cth/consol_act/dda1992264
- Disability Act 2006 (Vic) www.austlii.edu.au/au/legis/vic/consol_act/da2006121
- Racial Discrimination Act 1975 (C'wealth) www.austlii.edu.au/au/legis/cth/consol_act/rda1975202
- Sex Discrimination Act 1984 (C'wealth) www.austlii.edu.au/au/legis/cth/consol_act/sda1984209
- Equal Opportunity Act 1995 (Vic) www.legislation.vic.gov.au/domino/Web_notes/LDMS/LTObject_Store/
- Human Rights Charter, 2006 (Vic) www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f
- Privacy Act 2000 (Vic) www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/

Training and Assessment

- Vocational Education, Training Act 1994 Tasmanian Consolidated Acts http://www.austlii.edu.au/au/legis/tas/consol_act/veata1994306/
- Australian Quality Training Framework Standards (AQTF): <http://www.training.com.au>
- Australian Qualifications Framework (available at: <http://www.aqf.edu.au/>)
- Australian Skills Quality Authority (ASQA) <http://www.asqa.gov.au/>

Industry Code of Practice

- The Australian Counselling Association (ACA) (www.theaca.net.au);
- The Society of Counselling and Psychotherapy Educators (SCAPE) (www.scape.org.au);
- The Psychotherapy and Counselling Federation of Australia (PACFA) (www.pacfa.org.au).



SPECIAL CONSIDERATION		POL01A																			
Type of Document:	Policy and Procedure																				
Title:	Special Consideration																				
Document Number:	POL01A																				
Version Number:	Version 1.0																				
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013																		
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013																		
Review Date:	January 2014																				
Policy Statement	<p>BECS is committed to treating students fairly and equitably when they encounter unexpected or special circumstances, during a course of study. Special consideration is a variation to an assessment or the due date of an assessment which takes into account the impact of unexpected or special circumstances which have affected the:</p> <ul style="list-style-type: none"> • Student's performance in assessment, or • Student's ability in submitting an assessment by its due date, or • Prevented a student from attempting the assessment. 																				
Policy Scope	This policy applies to all Coursework programs, and current students at BECS																				
Related AQTF Standards	Standards 2.1 & 2.4																				
Definitions	Refer to Glossary of Terms																				
1. Policy Purpose	To provide a framework with which BECS approaches and manages Special Consideration for all Learning programs to ensure consistency and equity.																				
2. Policy Principles	<p>2.1. BECS abides by access and equity principles.</p> <p>2.2. BECS provides alternative assessment opportunities for students on a range of health or compassionate grounds when they are experiencing unexpected or special circumstances during a course of study at BECS.</p> <p>2.3. Students at BECS may apply for special consideration on a range of health or compassionate grounds during a their study which:</p> <p>2.3.1. Preventes them from submitting assessable task/s; or</p> <p>2.3.2. Preventes them from attending classes or practicum; or,</p> <p>2.3.3. Substantially affects their performance in the above.</p> <table border="1" data-bbox="594 1272 1385 1600"> <thead> <tr> <th colspan="3">Table A-COMPASSIONATE OR COMPELLING CIRCUMSTANCES</th> </tr> <tr> <th>Physical Illness / Psychological Condition</th> <th>Loss / Bereavement</th> <th>Hardship/ Trauma</th> </tr> </thead> <tbody> <tr> <td>Hospital admission</td> <td>Death of a close family member</td> <td>Victim of crime,</td> </tr> <tr> <td>Serious injury</td> <td>Family/relationship breakdown</td> <td>Sudden decrease or loss of income or</td> </tr> <tr> <td>Severe asthma</td> <td></td> <td>Loss of employment,</td> </tr> <tr> <td>Severe anxiety/ depression</td> <td></td> <td>Severe disruption to work or domestic arrangements</td> </tr> </tbody> </table> <p>DOES NOT INCLUDE minor symptoms associated with a cold, period pain or hay fever, or poor time management, etc.</p> <p>2.4. Supporting Documentation - All applications for special consideration must be accompanied with supporting independent documentation.</p>			Table A-COMPASSIONATE OR COMPELLING CIRCUMSTANCES			Physical Illness / Psychological Condition	Loss / Bereavement	Hardship/ Trauma	Hospital admission	Death of a close family member	Victim of crime,	Serious injury	Family/relationship breakdown	Sudden decrease or loss of income or	Severe asthma		Loss of employment,	Severe anxiety/ depression		Severe disruption to work or domestic arrangements
Table A-COMPASSIONATE OR COMPELLING CIRCUMSTANCES																					
Physical Illness / Psychological Condition	Loss / Bereavement	Hardship/ Trauma																			
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Severe asthma		Loss of employment,																			
Severe anxiety/ depression		Severe disruption to work or domestic arrangements																			

Table B - SUPPORTING INDEPENDENT DOCUMENTATION		
<input type="checkbox"/> Medical certificate	<input type="checkbox"/> Statutory Declaration outlining circumstances	<input type="checkbox"/> Counsellor/ Psychologist Evaluation
<input type="checkbox"/> Police Report	<input type="checkbox"/> Letter from your Employer	<input type="checkbox"/> Court/ legal documentation
<input type="checkbox"/> Other (must be specified)		

2.5. Student Applications

2.5.1. Extensions of assessment of up to one (1) week after the original submission due date, the request may be made by the student directly to the lecturer at least one full working day prior to the assessment due date, as per Assessment Extension Policy and Procedure (POL5B), unless special unforeseen circumstances prevent the student from applying within this period.

2.5.2. Applications for extensions of assessment in excess of one (1) week after the original submission due date, should be made via the Special Consideration Procedure.

2.5.3. The maximum period of extension is four (4) weeks during the course and eight (8) weeks from the end date of the course.

2.6. Consideration of Applications Lodged

2.6.1. All applications for Special Consideration are considered on the basis of the impact the documented incident is perceived to have had on the student's academic performance.

2.6.2. Information supplied as part of an application for Special Consideration will be treated confidentially in accordance with Privacy Policy and Procedure (POL31) and other relevant State and Federal information handling Acts, Regulations and Statutes. Access to information will only be provided to appropriate staff who require that access in order to provide the service/s requested under the application. Such information will not be placed on the Academic Student File but will be stored centrally and managed by the Academic Registrar.

2.7. Outcomes – Possible outcomes of a Special Consideration Application:

2.7.1. Alternative assessment,
 2.7.2. Extension of time,
 2.7.3. Equitable assessment arrangement,
 2.7.4. Application denied.

2.8. Appeals Against an Outcome - A student may appeal against the outcome of an application for special consideration, via the Appeals Policy and Procedure (POL04), only where:

2.8.1. The student has additional relevant information or evidence which was not available at the time of the application.
 2.8.2. There is evidence that a breach of BECS Statute, Regulation or Policy occurred and had a meaningful impact on the outcome of application.

3. Supporting Documentation	<p>Policies and Procedures:</p> <p>3.1. POL01 Access and Equity in Training Policy and Procedure 3.2. POL04 Appeals Policy and Procedure</p> <p>Forms:</p> <p>3.3. F01A-01 Application for Special Consideration Form 3.4. F04-01 Appeals Lodgement Form</p>
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PROCEDURE	
Special Consideration	01A - 01
<u>STEP 1</u> Lodging a Special Consideration Application	<ol style="list-style-type: none"> 1.1. Student submits the 'Special Consideration Form (F01A-01) within three (3) working days of the due date of the relevant assessment via email/post. 1.2. The application form must be accompanied by documentary evidence: <ol style="list-style-type: none"> 1.2.1. Applications made on medical or psychological grounds must include a completed Statement of Impact on Assessment from a relevant qualified practitioner, registered with a recognised body, e.g. a doctor, a psychologist, a psychiatrist, a social worker. 1.2.2. Applications made on other grounds must include a completed Statement of Impact on Assessment from a relevant official person, e.g. a death notice, certificate, a police officer, court official, etc. 1.2.3. Where the required documentation is not available by the deadline, the student should lodge the application and lodge the required documentation no later than 5 working days after this date. 1.3. Late applications will only be accepted if the special unforeseen circumstances prevent the student from applying within this period. 1.4. BECS will provide the student with a written receipt, and maintain the confidentiality of the information included in the application. 1.5. BECS will decide whether evidence provided is relevant or adequate.
<u>STEP 2</u> Consideration of Applications	<ol style="list-style-type: none"> 2.1. All applications for assessment extension will be considered on the basis of the impact the documented incident is perceived to have had on the student's academic performance in the specific assessment. 2.2. Students will be notified if their application is considered incomplete. 2.3. The Managing Director of BECS ruling on late applications is final.
<u>STEP 3</u> Notification of Outcomes	<ol style="list-style-type: none"> 3.1. BECS will within ten (10) working days, after a decision is made: <ol style="list-style-type: none"> 3.1.1. Notify the student of the outcome, 3.1.2. Record reasons for the decision. 3.1.3. Where an application is refused the applicant will be provided with reasons for the refusal, including advice on the appeal process.
<u>STEP 4</u> Appeals Against an Outcome	<ol style="list-style-type: none"> 4.1. students may appeal against the outcome of an application for extension of assessment within ten (10) working days from date the notification email of outcome was sent in line with Appeals Policy and Procedure (POL04). 4.2. Cancelled applications cannot be appealed.
<u>STEP 5</u> Record Keeping	<ol style="list-style-type: none"> 5.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.
<u>STEP 7</u> Publication	<ol style="list-style-type: none"> 7.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au accessible to students prior to signing a written agreement with BECS. 7.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

LANGUAGE, LITERACY, AND NUMERACY		POL01B	
Type of Document:	Policy and Procedure		
Title:	Language, Literacy and Numeracy		
Document Number:	POL01B		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorized by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	BECS recognizes the importance of basic skills in English language literacy and numeracy (LLN). As part of enrolment all students are advised that their language, literacy and numeracy abilities must satisfy the minimum requirements as set out by a Training Package. BECS is committed to providing guidance to those students who have identified needs in relation to language, literacy and numeracy, in a way of referrals to specialist literacy and numeracy assistance agencies where available.		
Scope	The scope of this policy includes all students enrolled with BECS.		
Related AQTF Standards	Essential Conditions 1		
Definitions	Refer to Glossary of Terms		
1. Policy Purpose	The purpose of this policy is to enable BECS to abide the minimum requirement in language, literacy and numeracy skills of participants as set out by a Training Package.		
2. Principles	2.1. Each Training Package sets minimum requirements in language, literacy and numeracy skills of participants, with which BECS must abide. 2.2. BECS makes appropriate concessions for language, literacy and numeracy issues of clients where they do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment. 2.3. The entry requirements for courses in literacy/numeracy are clearly stated in pre-enrolment and enrolment literature. 2.4. Where a participant is deemed, either prior to enrolment or throughout the training program to possess a lower level of language, literacy or numeracy than is the min requirement for the requirements of the Training Package, BECS will inform the student and provide a referral for learning options. 2.5. At times, further language/literacy development or remedial assistance may be required to be completed prior to the continuation or completion of study.		
3. Supporting Documentation	3.1. Nil		
PROCEDURE			
Language, Literacy and Numeracy			01B
STEP 1 Information to Students	1.1. All applicants are provided with information relating to language, literacy, or numeracy minimum requirement of the Training Package, and are asked to disclose their degree of English proficiency via the application process.		
STEP 2 Advise and Support	2.1. BECS will provide appropriate referral to further learning options.		
STEP 3 Record Keeping	3.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.		
STEP 4 Publication	4.1. These procedures are published for students at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS. 4.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.		

WELFARE AND SUPPORT		POL01C																			
Type of Document:	Policy and Procedure																				
Title:	Welfare																				
Document Number:	POL01C																				
Version Number:	Version 1.0																				
Responsible Person:	Managing Director-Veronika Basa	Date: January 2013																			
Authorised by:	Managing Director-Veronika Basa	Date: January 2013																			
Review Date:	January 2014																				
Policy Statement	<p>BECS is committed to the welfare of all learners undertaking its programs and will provide guidance as appropriate to assist learners in determining their best study options. If you are finding it difficult to cope with your studies due to personal or LL&N issues, BECS will provide mentoring and appropriate referrals to professionals in those areas of need.</p> <p>BECS personnel will make every effort assist you in identifying appropriate services; however BECS will not be responsible for any costs associated with these services.</p> <p>In keeping with our Access and Equity Policy, we will endeavour to assist you in meeting the requirements of your program despite your circumstances. BECS and its personnel cannot spend excessive time with individual learners as this would be to the detriment of the remainder of the program participants.</p>																				
Related AQTF Standards	Standards 2.1 & 2.4																				
Definitions	Refer to Glossary of Terms																				
1. Policy Purpose	BECS is committed to providing quality training and assessment in accordance with the Australian Quality Training Framework (AQTF). The purpose of this policy is to ensure that all of BECS' operational policies and procedures incorporate the principles of access and equity relating to student welfare.																				
2. Policy Principles	<p>Support Services BECS has a database of services and a protocol for reference to these services Some useful contact numbers include:</p> <table border="1"> <tbody> <tr> <td>Job Watch Inc</td> <td>1800 134 142</td> </tr> <tr> <td>Commonwealth Ombudsman</td> <td>1300 362 072</td> </tr> <tr> <td>Lifeline</td> <td>131 114</td> </tr> <tr> <td>Monashlink Community Health Services</td> <td>9568 1599</td> </tr> <tr> <td>Consumer and Tenant Recourse Centre</td> <td>9761 0288</td> </tr> <tr> <td>Court Network</td> <td>9662 1933</td> </tr> <tr> <td>Victorian Legal Aid</td> <td>9879 5500</td> </tr> <tr> <td>Equal Opportunity Commission Victoria</td> <td>1800 681 614</td> </tr> <tr> <td rowspan="2">Centrelink</td> <td>132 850 (Employment services)</td> </tr> <tr> <td>132 490 (Youth Allowance & Austudy)</td> </tr> </tbody> </table>		Job Watch Inc	1800 134 142	Commonwealth Ombudsman	1300 362 072	Lifeline	131 114	Monashlink Community Health Services	9568 1599	Consumer and Tenant Recourse Centre	9761 0288	Court Network	9662 1933	Victorian Legal Aid	9879 5500	Equal Opportunity Commission Victoria	1800 681 614	Centrelink	132 850 (Employment services)	132 490 (Youth Allowance & Austudy)
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Equal Opportunity Commission Victoria	1800 681 614																				
Centrelink	132 850 (Employment services)																				
	132 490 (Youth Allowance & Austudy)																				
3. Supporting Documentation	3.1. Nil																				
PROCEDURE																					
Welfare		01C																			
STEP 1	If participants have any concerns regarding their study, or any other concerns, the staff and/or the Managing Director will offer support and referral to other services as appropriate.																				

ADMINISTRATION AND RECORD KEEPING			POL02
Type of Document:	Policy and Procedure		
Title:	Administration and Record Keeping		
Document Number:	POL02		
Version Number:	Version Number 1.0		
Responsible Person:	Managing Director Veronika Basa	Date:	January 2013
Authorized by:	Managing Director Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to maintaining effective and efficient administrative and records management processes for training and assessment activities in accordance with legislative and regulatory requirements. BECS will:</p> <p>Consistently implement and maintain effective administrative and records management procedures to assure the integrity, and currency of all records in accordance with the requirements of the AQTF;</p> <ul style="list-style-type: none"> • Ensure to comply with all external reporting requirements. • Ensure copies of all students' enrolments, training and assessment records, participation and progress, and records of all staff and persons working on behalf of BECS as trainers and assessors under a partnership arrangement, and of fees paid and refunds given are: stored securely, including backup of electronic records and safeguarded any confidential information. • Ensure clients have full access to copies of their personal records while studying with BECS. 		
Related AQTF Standards	Standard 3.3, Conditions of Registration 2 & 6		
Definitions	Refer to Glossary of Terms		
1. Policy Purpose	To have a framework for BECS for effective administration and records management processes.		
2. Policy Principles	<p>2.1. Copies of all students enrolled are recorded both manually (in individual student file) and electronically.</p> <p>2.2. Copies of electronic records are protected by a backup process and storage off-site, along with computer system access being on an approval basis only, protected by the use of passwords.</p> <p>2.3. Copies of all client records are treated as confidential and will not be divulged to other parties without prior written permission of student.</p> <p>2.4. All client transactions including fees paid and refunds given are recorded immediately both electronically and manually.</p> <p>2.5. A copy of register of trainers and assessors is maintained and kept current, including their current competencies and qualifications.</p> <p>2.6. BECS will keep copies of appeals and assessment records,</p> <p>2.7. <i>Hard Copy Files</i> - of copies of current student & course files are stored in a locked filing cabinet (kept on the business premises for 12 months).</p> <p>2.8. <i>Archive Files</i> - of copies of files older than 12 months are placed in secure archive boxes and stored off site with Recall.</p> <p>2.9. <i>Computer Data</i> - procedures include at least the following:</p> <p>2.9.1. Established security access levels,</p> <p>2.9.2. User identification and password codes,</p> <p>2.9.3. Cyclical changes to passwords,</p> <p>2.9.4. Established frequencies for the creation of backup disks or tapes, and storage off the premises,</p> <p>2.9.5. Provision of secure and fire-isolated storage for backup data</p> <p>2.9.6. Prohibition on the use of unauthorized software packages,</p> <p>2.9.7. Established guidelines for the borrowing/personal use of PC's.</p>		

TABLE A – RTO Administration Requirements

	Record Category	Description of records to be kept	Period of Retention
Records of Student results, Qualifications and Statements of Attainment issued	Audit Records	<ul style="list-style-type: none"> Attendance rolls that show the names of students, the units of competency identifies and/or name, date/s of attendance and signature or initial of trainer. Records of assessment and/or training record books that show the date of assessment/s unit/s of competency, student name and outcome of assessment/s. Training delivery and assessment policies and strategies for all qualifications/ courses. Assessment tools and instruments. Recognition of prior learning assessment records. All AQTF policies and procedures. All financial (including income and expenditure), enrolment and assessment records. <p>NB: there is no requirements to retain originals or copies of student work for auditing purposes, however it is recommended that some examples of student work are retained for moderation purposes.</p>	<p>Five years</p> <p>Originals kept by BECS partner RTO. Copies kept by BECS)</p>
	Appeals Records	<ul style="list-style-type: none"> Sufficient evidence of assessments may include the marking guide, criteria, training record book, and workplace evidence and/or observation checklist for each student. If it is possible to keep students completed assessment items, copies of these or other evidence such as a picture or the assessment piece – these items should also be kept to support the assessment decision. 	<p>Length of the appeals period</p> <p>Originals kept by BECS partner RTO. Copies kept by BECS)</p>
	Records of Student Results, Qualifications, and Statements of Attainment Issued by Partner RTO	<ul style="list-style-type: none"> RTO name. RTO number (State/national). Full Student name. Student date of birth and/or ID number. Qualification/s, course/s and unit/s of competency achieved including title and national code. Date on which requirements for the qualification/s and unit/s of competency were achieved. 	<p>30 years</p> <p>Originals kept by BECS partner RTO. Copies kept by BECS)</p>

3. Supporting Documentation

- 3.1. BECS Filing System
- 3.2. F02-01 Student Training Record
- 3.3. F02-02 Training Attendance Record (Class/seminar/practicum)
- 3.4. F02-03 Register of Documents

PROCEDURE**Retention, Archiving & Retrieval of Records****02 - 01**

STEP 1 Retention of Data	1.1. Copies are recorded manually (kept on-site for 12 months, filed in a filing cabinet in a secure room) and electronically (entered into the student management system and backed-up), including but not limited to, personal details, enrolment details, assessment results, fees paid and refunds given.
STEP 2 Confidentiality	2.1. Copies of all records will be kept by BECS confidential and will not be divulged to other parties without the prior written permission of the individual in line with the Privacy Policy and Procedure (POL31),
STEP 3 - Access	3.1. Individual students will be provided access to copies of all of their records.
STEP 4 Archiving	4.1. Copies of aged documents will be archived using the following procedures: <ol style="list-style-type: none"> 4.1.1. Files older than 12 months are placed in secure archive boxes and stored off site with Recall. 4.1.2. Copies of records will be packed in archive boxes categorised by date.
STEP 3 Record Keeping	3.2. The accurate originals of all students' enrolments, training and assessment records of the attendance and progress, and register of trainers and assessors, are sent to partner RTO, and BECS keeps the copies.
STEP 4 Publication	4.3. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

ADMISSION AND ENROLMENT		POL03	
Type of Document:	Policy and Procedure		
Title:	Admission and Enrolment		
Document Number:	POL03		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to ensuring all students enrolling in courses are treated fairly, equitably, and transparently:</p> <ul style="list-style-type: none"> • No applicant is discriminated against enrolment for any reason in accordance with Equal Opportunity legislation. • No distinction is made between a domestic student residing in Australia or an international student studying while in Australia or in their home country. • International students are ineligible to seek a student Visa to study in Australia based on their enrolment with BECS as our courses are not eligible for CRICOS consideration. Students from overseas are able to enroll and study with BECS from their home country, or from within Australia if their visit to Australia is authorised by a Visa not related to their enrolment with BECS. <p>Duration of Enrolment - Once an enrolment for a particular course is accepted by BECS, that enrolment will remain current for the nominal duration of the course.</p> <p>The nominal completion date of a course is based on the course enrolment date and the nominal hours of the course duration, as indicated in the course information book at the time. Enrolments will be automatically cancelled after this date unless a written application for compassionate or compelling circumstances have been made by the student and the said application was granted by BECS.</p> <p>BECS does not guarantee an extension will be granted and will consider any compassionate or compelling circumstances reasons for which the extension is sought. Applications to extend the enrolment duration must be submitted to BECS prior to the effective nominal completion date.</p>		
Scope	To admission and enrolment of students into all training programs of BECS.		
Related AQTF Standards	Standards 2.2		
Definitions	Refer to Glossary of Terms		
1. Policy Purpose	To have frameworks for BECS that ensures that students entering any BECS programs are able to succeed in their studies.		
2. Policy Principles	<p>2.1. Admission</p> <p>2.1.4. <i>Entry Criteria</i> - Participants who apply to study must meet the entry requirements of the course they wish to enroll in as identified in the course entry criteria.</p> <p>2.1.5. <i>Access and Equity</i> – BECS verifies applicants’ credentials and the granting of Course Credit to ensure that students entering a course of study have an adequate basis of knowledge and skills to successfully undertake the studies proposed.</p> <p>2.2. Enrolment of Individual Participants</p> <p>2.2.4. Enrolment into training programs will be conducted at all times in an ethical and responsible manner, ensuring fairness and</p>		

	<p>compliance with equal opportunity legislation.</p> <p>2.2.5. Participant enrolments are subject to:</p> <ul style="list-style-type: none">2.2.5.1. Availability of places on the training program, based on the maximum number of participants who can be accommodated under the particular circumstances;2.2.5.2. Satisfied entry criteria to the learning program;2.2.5.3. Resource constraints;2.2.5.4. Complete and correct documentation;2.2.5.5. Student operating within the general guidelines of policies and procedures outlined in 'BECS Code of Practice'.2.2.5.6. Payments received. <p>2.2.6. If a training program is fully booked at the time a student enquires about enrolment into that particular training program they will either be placed on a 'reserve' list or offered a place on another date that the program has been scheduled, which is not fully booked.</p> <p>2.2.7. Participants on the 'reserve' list of a fully booked training program are given priority should a place become available. This is strictly on a first-in, first-served basis.</p> <p>2.2.8. Course fees are payable as indicated on the Enrolment Application. Enrolment forms are considered tentative until the associated payment/s and a written form of enrolment is received by BECS.</p> <p>2.2.9. Should enrolment numbers reach maximum, and another person wishes to enroll on a course where there is a tentative enrolment, BECS will contact the tentative booking to confirm payment, or the place will be given to the new enrollee.</p> <p>2.2.10. All participants enrolled in a course with BECS are advised in writing, upon receipt of their enrolment form and payment, that their place in the course is confirmed.</p> <p>2.3. Group Enrolment Through Company</p> <ul style="list-style-type: none">2.3.4. The Managing Director of BECS will negotiate course requirements with relevant company client representative.2.3.5. The Company client representative will be required to submit written confirmation of course booking with names of individual participants included.2.3.6. Once participant names have been received from company client, individual enrolment forms will need to be completed and forwarded to BECS for individual student records to be created. <p>2.4. International Students - Our courses are not eligible for CRICOS consideration; thus, international students are ineligible to seek a student Visa to study in Australia based on their enrolment with BECS. Students from overseas are able to enroll and study with BECS from their home country, or from within Australia if their visit to Australia is authorised by a Visa not related to their enrolment with BECS.</p> <p>2.5. Duration of Enrolment - Once an enrolment for a particular course is accepted by BECS, that enrolment will remain current for the nominal duration of the course. The nominal completion date of a course is based on the course enrolment date and the nominal hours of the course. Enrolments will be automatically cancelled after this date unless a written application for an extension has been made by the student and the said application was granted by BECS, in line with Special Consideration (POL01A) and Deferral/ Suspension, Cancellation/Withdrawal, Transfer (POL03A) Policies and Procedures.</p> <p>2.6. Student Transfer Deferral/Suspension or Cancellation Withdrawal:</p>
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	<p>2.6.4. Transfer (full-time/par-time) - If a student wishes to transfer from full-time to part-time or from part-time to full-time studies, the student must do it in writing by completing and submitting the Variation to Enrolment Form (F03-01). See BECS Deferral/ Suspension, Cancellation/ Withdrawal, Transfer (POL03A).</p> <p>2.6.5. Deferral/Suspension or Cancellation// withdrawal from Course If a student is enrolled in a course and they wish to defer/suspend their studies to another date or cancel/ withdraw from the course, students must do it in writing by completing and submitting the Variation to Enrolment Form (F03-01). See BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policies and Procedures (POL03A).</p> <p>2.6.6. Special Consideration - If a student is enrolled in a course and encountered compassionate or compelling circumstances that have an adverse effect on their academic progress and/or assessment, the student is eligible to submit the Special Consideration Form (F01A-01) in accordance to Special Consideration Policy and Procedures (POL1A).</p> <p>2.7. Cancellation/Suspension of a Course by BECS - is in line with Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policies and Procedures (POL03A):</p> <p>2.7.4. BECS Cancels the Course: - It is BECS policy to not cancel or postpone training programs. If for some unforeseen reason a course is cancelled or postponed students will be offered the training program on another date or in another learning mode. In the event that they do not accept this offer, or for some reason the offer cannot be made, their course fee will be refunded in full within one week of the date of the cancellation of the course.</p> <p>2.7.5. BECS Suspends Student Enrolment: BECS reserves the right to suspend a student's enrolment at any time and at their discretion. It is BECS policy that when a student is suspended from a course, all relevant consideration will be given to student to enable the student to reassume his/her studies as soon as practicable.</p> <p>2.7.6. BECS Cancels Student Enrolment: BECS reserves the right to cancel a student's enrolment at any time and at their discretion, if a student does not obey BECS Policies and Procedures as indicated in BECS Code of Practice, with no refund.</p> <p>2.8. Fees and Charges – See BECS Fees, Charges and Refund Policies and Procedures (POL19) for full details regarding fees and charges.</p> <p>2.9. Refunds - See BECS Fees, Charges and Refunds Policy and Procedures (POL19) for full details regarding refunds.</p> <p>2.10. Information to Students</p> <p>2.10.4. Prior to enrolment, each student will be provided with a Course Information Book, detailing course content, units of competency, vocational outcomes, recognition of prior learning, prerequisites, an enrolment form (if requested), details of payment and other relevant information, and advise about BECS Fees, Charges and Refunds Policy and Procedures (POL19) at www.becsonline.com.au.</p> <p>2.10.5. Prior to enrolment students have access to student information in relation to the AQTF. This includes details on the availability of flexible learning and assessment options, recognition of prior</p>
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	<p>learning, mutual recognition, appeals and complaints, disciplinary procedures and support and guidance offered to students.</p> <p>2.11. Learning Structures - Courses are designed with the flexibility to meet the needs and circumstances of a wide range of participants and facilitation incorporates adult learning principles. Moreover, wherever possible, learning is facilitated through exposures to practical case studies and scenarios, and group work developed specifically as learning tools.</p> <p>2.12. Special Needs - Prior to enrolment, clients are requested to advise BECS about any physical/other impairment which may adversely affect their ability to successfully undertake training. In this event BECS may assess their potential to successfully complete the training and if it is necessary implement flexible delivery options to optimise the ease and benefit of the clients learning. Refer to Access and Equity in Training (POL01).</p> <p>2.13. Mutual Recognition, Recognition of Prior Learning (RPL) - BECS acknowledges and recognises Mutual Recognition, Recognition of Prior Learning (RPL) in line with Mutual Recognition (POL26) and Recognition of Prior Learning (POL34) Policies and Procedures.</p>
3. Supporting Documentation	<p>Policies and Procedures</p> <p>3.1. POL03A Deferral/ Suspension, Cancellation/Withdrawal, Transfer</p> <p>3.2. POL01A Special Consideration</p> <p>3.3. POL27 Mutual Recognition Policy and Procedure</p> <p>3.4. POL34 Recognition of Prior Learning Policy and Procedure</p> <p>3.5. POL19 Fees, Charges and Refunds Policy and Procedures</p> <p>3.6. POL01 Access and Equity in Training</p> <p>Forms:</p> <p>3.7. F03-01 Enrolment Application Form</p> <p>3.8. F03-02 Variation of Enrolment</p> <p>3.9. F03-04 Personal Details Amendment Form</p> <p>3.10. F03-05 Conf. of Enrolment Letter</p> <p>3.11. F19-01 Refund Application</p> <p>3.12. F27-01 Mutual recognition application</p> <p>3.13. F34-01 RPL application</p>

PROCEDURE

Student Enrolments		03-01
STEP 1 Student/Employer Requests Information	<p>1.1. A potential student/employer requests information on a course.</p> <p>1.2. BECS provides information by post, fax, website or e-mail.</p> <p>1.3. BECS negotiates with student/employer training requirements.</p>	
STEP 2 Processing Application	<p>2.1. Student enrolments are processed through the student management system.</p>	
STEP 3 Generate Individual Student File	<p>3.1. An individual student file will be generated for each student. These files are kept in a locked filing cabinet. All student files, being active or non active will be kept for up to 12 months before being archived.</p>	
STEP 4 Confirm Student Enrolment	<p>4.1. Students enrolled into the course will receive a student confirmation letter, informing the student of his/her 'student ID number' outlining all information the student needs to be informed/ inducted, when course resource materials are going to be sent etc.</p>	
STEP 5 Recording Student Details	<p>5.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO.</p> <p>5.2. Copies of student's details will be recorded in the course file by BECS.</p>	

DEFERRAL /SUSPENSION, CANCELATION/ WITHDRAWAL, TRANSFER		POL03A	
Type of Document:	Policy and Procedure		
Title:	Deferral/ Suspension, Cancellation/ Withdrawal, Transfer		
Document Number:	POL03A		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS' strong commitment to access and equity principles in its training and assessment strategies will ensure that BECS assessment of students' variation of their enrolment such as transfer from full-time-to part-time or from part-time to full-time; deferral or suspension; or cancellation or withdrawal request is provided in a fair and equitable manner to all students free from bias.</p> <p><u>Students may transfer their enrolment from full-time-to part-time or from part-time to full-time after the commencement date of their course</u> in the following limited circumstances:</p> <ul style="list-style-type: none"> • On the grounds of compassionate or compelling circumstances with written independent documentation attached. <p><u>Students may defer/cancel</u> an enrolment fourteen (14) days prior to the commencement date of the course.</p> <p>Students may defer the start or end date of their course for <u>maximum of three (3) months</u></p> <p><u>Students may suspend or withdraw from an enrolment after the commencement date of their course</u> in the following limited circumstances:</p> <ul style="list-style-type: none"> • Unavailability of a course. • On the grounds of compassionate or compelling circumstances with written independent documentation attached. <p>BECS reserves the right not to consider/accept Applications for transferal, deferral/suspension or cancellation/withdrawal with no written independent documentation attached where applicable.</p> <p><u>BECS may transfer an enrolment from full-time-to part-time or from part-time to full-time</u> in the following limited circumstances:</p> <ul style="list-style-type: none"> • As BECS' intervention strategy, or • Compassionate or compelling circumstances with written independent documentation attached. <p><u>BECS may defer an enrolment</u> in the following limited circumstances</p> <ul style="list-style-type: none"> • As BECS' intervention strategy, or • When a course is not offered. <p><u>BECS may suspend/cancel a student enrolment</u> in the following instances:</p> <ul style="list-style-type: none"> • Student academic or general misbehaviour or serious misconduct as outlined in Academic Integrity (POL15A) and General Misconduct (POL15B) Policies and Procedures or breach of BECS policies and procedures as outlined in BECS Code of Practice. • Intervention strategy for unsatisfactory or erratic course progress in line with Student Academic/Course Progression Review Policy and Procedure (POL16B) • Non-payment of outstanding fees. <p><u>Appeal</u> - When deferral, suspension or cancellation of enrolment is initiated by BECS students have the right to appeal the decision. Students have 20-days for appeal.</p> <p><u>Any fees paid or due</u> for the course will be determined in line with Fees,</p>		

	Charges and Refunds Policy and Procedure (POL19).																					
Related AQTF Standards	Standards 2.2																					
Definitions	Refer to the Glossary of Terms																					
1. Policy Purpose	To have a framework for BECS to follow to enable students to transfer (change the enrolment conditions from full- time to part-time or part-time to full-time), defer, temporarily suspend, cancel or withdraw from their studies, during the course through formal agreement in certain limited circumstances.																					
2. Scope	This policy applies to all the staffs of BECS who are involved in the process of Transfer, Deferral/suspension and Cancellation/withdrawal of student's enrolment and all students enrolled in any courses at BECS.																					
3. Policy Principles	<p>3.1. Circumstances for a Change of Enrolment Conditions: There are limited circumstances in which a student's enrolment conditions may be transferred from fulltime to part-time or part-time to full-time, suspended /deferred or cancelled/withdrawn:</p> <p>3.2.1. <i>Student initiated</i> change of enrolment conditions in a form of transfer, deferral /suspension or cancellation/ withdrawal,</p> <p>3.2.2. <i>BECS initiated</i> change of enrolment conditions in a form transfer, deferral /suspension or cancellation/ withdrawal.</p> <p>3.2. STUDENT INITIATED CHANGE OF ENROLMENT CONDITION</p> <p>3.2.4. Deferral/Cancellation - Students may defer/cancel an enrolment fourteen (14) days prior to the commencement date of the course.</p> <p><u>Students may defer the start or the end date of their enrolment for maximum of three (3) months</u></p> <p>3.2.5. Transfer, Suspension or Withdrawal - Students may transfer from fulltime to part-time or part-time to full-time, suspend, or withdraw from an enrolment, during their course, by meeting one of the following criteria:</p> <p>3.2.5.1. <i>Unavailability of a course</i></p> <p>3.2.5.2. <i>Compassionate and compelling circumstances</i> - These are generally beyond the control of the student and have an impact on the student's progress or wellbeing. These could include, but are not limited to:</p> <table border="1" data-bbox="761 1341 1383 1793"> <thead> <tr> <th colspan="3">Compassionate or Compelling Circumstances</th> </tr> <tr> <th>Physical Illness / Psychological Condition</th> <th>Loss / Bereavement</th> <th>Hardship/ Trauma</th> </tr> </thead> <tbody> <tr> <td>Hospital admission</td> <td>Death of a close family member</td> <td>Victim/witness of accident/crime,</td> </tr> <tr> <td>Serious injury</td> <td>Family/relationship breakdown</td> <td>Sudden decrease or loss of income</td> </tr> <tr> <td>Severe asthma</td> <td></td> <td>Sudden loss of employment,</td> </tr> <tr> <td>Severe anxiety/ depression</td> <td></td> <td>Severe disruption to work or domestic arrangements</td> </tr> <tr> <td colspan="3">DOES NOT INCLUDE minor symptoms associated with a cold, period pain or hay fever, or poor time management, etc.</td> </tr> </tbody> </table>	Compassionate or Compelling Circumstances			Physical Illness / Psychological Condition	Loss / Bereavement	Hardship/ Trauma	Hospital admission	Death of a close family member	Victim/witness of accident/crime,	Serious injury	Family/relationship breakdown	Sudden decrease or loss of income	Severe asthma		Sudden loss of employment,	Severe anxiety/ depression		Severe disruption to work or domestic arrangements	DOES NOT INCLUDE minor symptoms associated with a cold, period pain or hay fever, or poor time management, etc.		
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Supporting Documents

Students must complete and submit the Variation of Enrolment Form (F03-02) to BECS with independent supporting documentations attached:

SUPPORTING INDEPENDENT DOCUMENTATION		
<input type="checkbox"/> Medical certificate	<input type="checkbox"/> Statutory Declaration outlining circumstances	<input type="checkbox"/> Court or legal documentation or police report
<input type="checkbox"/> Counsellor/ Psychologist Evaluation	<input type="checkbox"/> Death certificates	<input type="checkbox"/> Letter from your Employer
<input type="checkbox"/> Other (must be specified)		

BECS will make a professional judgment and assess each case on its individual merits based on independent documentation which support/s and validates the student's claim/s for transfer, suspension, deferral or cancellation.

Students may suspend their enrolment for maximum of six (6) months. If the suspension is required for longer than six (6) months, the student shall have to re-apply once the initial suspension period has expired. If the student does not return after the six (6) period, the enrolment will be automatically cancelled by BECS.

Students who transfer from fulltime to part-time or part-time to full-time or suspend during an enrolment will require a new training plan to be put in place with the correct start and end date of the course. Both the student and BECS will need to sign the new training plan.

Students who decide to return to BECS after withdrawal from a course and want to continue studying the same course, must complete the enrolment process again and a new training plan will need to be put in place with the correct start and end date of the course. Both the student and the TRAINER or ACADEMIC MANAGER will need to sign the new training plan.

3.3. BECS INITIATED CHANGE OF ENROLMENT CONDITION

3.3.4. **Transfer from fulltime to part-time or part-time to full-time**

BECS may transfer a student's enrolment from fulltime to part-time or part-time to full-time as a result of:

3.3.4.1. Intervention strategy for unsatisfactory course progress, as per Student Academic Progression Review Policy and Procedure (POL16B), or

3.3.4.2. Under compassionate and compelling circumstances as per Special Consideration Policy and Procedure (POL01A).

3.3.5. **Deferral** -BECS may defer an enrolment where:

3.3.5.1. The course is not being offered at the proposed date/site, or

3.3.5.2. Any other reason BECS deems necessary to defer the course,

3.3.6. **Suspension or Cancellation**

BECS may suspend a student or recommend expulsion from an enrolment in the following circumstances in line with Suspension

	<p>and Expulsion/Exclusion Policy and Procedure (POL015C):</p> <p>3.3.6.1. <i>Intervention strategy</i> for unsatisfactory course progress, as per Student Academic/Course Progression Review Policy and Procedure (POL16B), or</p> <p>3.3.6.2. <i>Misbehaviours</i> (classified into categories):</p> <p>3.3.6.2.1. Academic Misconduct, as per Academic Integrity Policy and Procedure (POL15A).</p> <p>3.3.6.2.2. General Misconduct, as per General Misconduct Policy and Procedure (POL15B).</p> <p>3.3.6.2.3. Serious breach of BECS Policies and Procedures.</p> <p>3.3.6.3. <i>Compassionate or compelling circumstances</i>:</p> <p>3.3.6.3.1. Severe depression or psychological issues,</p> <p>3.3.6.3.2. Is at risk of committing a criminal offence,</p> <p>3.3.6.3.3. Has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others.</p> <p>3.3.6.4. <i>Non payment of outstanding fees</i></p> <p>3.3.7. Where a student has been identified with any misconduct:</p> <p>3.3.7.1. They are treated fairly, with dignity and due regard to their privacy.</p> <p>3.3.7.2. They are regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry to have so behaved.</p> <p>3.3.7.3. Their past misconduct will not be taken as evidence that a student has behaved in the same manner again.</p> <p>3.3.7.4. Each case is dealt with on its own merits and according to its own circumstances with the provision that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.</p> <p>3.3.8. The decision on the penalty and the severity of the penalty takes into account the type and the level of misconduct that occurred. The penalties that may be imposed are:</p> <p>3.3.8.1. A warning,</p> <p>3.3.8.2. A not assessed (NAS) mark,</p> <p>3.3.8.3. Deemed NYC in the unit/course, or</p> <p>3.3.8.4. Suspension of enrolment for a period of time.</p> <p>3.3.8.5. A charge for any costs that the general misconduct may have caused.</p> <p>3.3.8.6. Exclusion/cancellation of student enrolment.</p> <p>3.3.9. Students are informed in writing of:</p> <p>3.3.9.1. The decision, and</p> <p>3.3.9.2. Their right to appeal the decision by accessing the relevant procedures and completing this appeal within 20 days of the notification,</p> <p>3.3.10. BECS is obliged to inform the third-party Organisations who paid the student's fees.</p> <p>3.3.11. Appeal</p> <p>3.3.11.1. BECS provides a period of 20 working days to student to appeal against his/ her deferment, suspension, or cancellation of study.</p>
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	<p>3.3.11.2. When the appeals process is initiated, BECS will maintain the student's enrolment until the internal appeals process is complete. BECS reserves the right to not provide learning opportunities during this process should it be deemed appropriate.</p> <p>3.3.11.3. Enrolment cannot be adjusted until the internal complaints and appeals process is completed unless extenuating circumstances apply. This includes but is not limited to:</p> <p>3.3.11.3.1. Severe depression or psychological issues, 3.3.11.3.2. Is at risk of committing a criminal offence, 3.3.11.3.3. Has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others.</p> <p>3.3.11.4. BECS reserves the right to suspend or cancel a student's enrolment prior to the completion of the internal appeals process if there are compassionate or compelling circumstances relating to the welfare of the students, where BECS has reason for concern for the welfare of the student, or those with whom the student may come in contact, BECS will have the option to cancel the student's enrolment prior to completion of the appeals process. BECS will act under the 'extenuating circumstances' option in circumstances where a student's behaviour has led to fear for the safety and wellbeing of the student and/or people the student may encounter.</p> <p>3.3.12. Recording - BECS will Record evidence/outcome of appeal on student file and enter a file note into data management system. BECS will forward original documents of appeal and outcome to partner RTO of outcomes of all of the above.</p> <p>3.4. GENERAL INFORMATION:</p> <p>3.4.1. Recommencing Studies After a Period of Deferment or Suspension:</p> <p>3.4.1.1. Studies can only be undertaken after a period of deferment following formal notification to BECS of the student's intention to take up the deferred place. Notification can be made to the Managing Director of BECS (or delegated nominee) directly by the student.</p> <p>3.4.1.2. Studies can only be undertaken after a period of voluntary suspension following formal notification to BECS of the student's intention to recommence their studies.</p>
<p>4. Supporting Documentation</p>	<p>Policies and Procedures</p> <p>4.1. POL01 Access and Equity in Training 4.2. POL03 Admission and Enrolment 4.3. POL01A Special Consideration Policy and Procedure 4.4. POL15A Academic Integrity Policy and Procedure 4.5. POL15B General Misconduct Policy and Procedure 4.6. POL15C Suspension and Expulsion Policy and Procedure 4.7. POL16B Student Academic Progression Review Policy and Procedure 4.8. POL10 Complaint /Grievance Policy and Procedure 4.9. POL04 Appeals Policy and Procedure 4.10. POL19 Fees, Charges and Refunds Policy and Procedures 4.11. POL02 Administration and Records Management</p>

	<p>Forms:</p> <p>4.12. F15-01 Student Code of Conduct</p> <p>4.13. F15-02 Trainer/Assessor Code of Conduct</p> <p>4.14. F15-03 BECS Code of Practice</p> <p>4.15. F01A-01 Special Consideration</p> <p>4.16. F03-02 Variation of Enrolment</p> <p>4.17. F04-01 Appeals lodgement form</p> <p>4.18. F05-11 Alternative Assessment</p> <p>4.19. F10-01 Informal Complaint/Grievance Cover Sheet</p> <p>4.20. F10-02 Formal Complaint/Grievance Lodgement form</p> <p>4.21. F19-01 Refund Application</p>
PROCEDURE	
03A	
<p>STEP 1 Student Initiation of Transfer Deferral/ Suspension, Cancellation/ Withdrawal,</p>	<p>1.1. Students must complete and submit the Variation of Enrolment Form (F03-02) to BECS with independent supporting documentations attached (where applicable).</p> <p>1.2. BECS will review the application and take into consideration all supporting documentation before making a decision.</p> <p>1.3. If the student is under any financial subsidies from third-party Organisations, the student must provide written agreement from third-party Organisations.</p> <p>1.4. Approval will only be given in the limited circumstances described above. The student will receive a letter in writing notifying the student whether the application has been successful/ unsuccessful within ten (10) working days.</p> <p>When application approved and processed:</p> <p>1.5. In case of Deferral/Suspension:</p> <p>1.5.1. The student will receive a revised Confirmation of Enrolment, with the new commencement date and a revised Student Training Plan. The maximum deferral period is three (3) months.</p> <p>1.6. In case of Transfer from full-time to part-time or part-time to full-time:</p> <p>1.6.1. The student will receive a revised Confirmation of Enrolment, with the new commencement date and a revised Student Training Plan.</p> <p>1.7. In case of Cancellation/Withdrawal:</p> <p>1.7.1. The student will receive a date from which time the student is no longer a student of BECS.</p> <p>1.8. Any fees paid or due for the course will be determined in accordance with BECS Fees, Charges and Refunds Policy and Procedure (POL19).</p> <p>1.9. Students wishing to extend their suspension period may make application to BECS with reasons detailed in full. Supporting documentation must be attached. BECS will review application and take into consideration all supporting documentation and the limited circumstances before making a decision.</p> <p>1.10. If student's fees were paid from third-party Organisations, any deferral will be reported to the Organisation/ Government.</p> <p>1.11. Any refunds due will be issued to person/Organisation who paid the original fees as per Fees, Charges and Refunds Policy and Procedure (POL19).</p> <p>1.12. If a Student decides to return to BECS after withdrawal from a course and want to continue studying the same course, must re-enroll again.</p>

STEP 2 BECS Initiated Suspension or Cancellation	In the case where a suspension or cancellation has been initiated by BECS, the student will be informed in writing and given twenty (20) working days to access the internal complaints and appeals process. See Complaints Complaint/ Grievance (POL10) and Appeals (POL04) Policies and Procedures.
STEP 3 Appeals	<p>3.1. When appeals process initiated, BECS will maintain student's enrolment until internal appeals process is complete. BECS reserves the right to not provide learning opportunities during this process if deemed appropriate.</p> <p>3.2. Enrolment cannot be adjusted until the internal complaints and appeals process is completed unless in compassionate or compelling circumstances:</p> <p>3.2.1. Severe depression or psychological issues,</p> <p>3.2.2. Is at risk of committing a criminal offence,</p> <p>3.2.3. Has engaged /threatens to engage in behaviour that is reasonably believed to endanger the student or others.</p> <p>3.3. BECS reserves the right to suspend or cancel a student's enrolment prior to the completion of the internal appeals process if there are compassionate or compelling circumstances, where BECS has reason for concern for welfare of the student, or those with whom the student may come in contact.</p>
STEP 4 Recording and Reporting	4.1. BECS will send all applications of deferment, suspension or cancellation and outcomes to partner RTO to be kept on their student's file; and keep copies on the student's file.
STEP 5 Publication	<p>5.1. This Policy and Procedure is published in BECS Code of Practice at www.becsonline.com.au.</p> <p>5.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

APPEAL		POL04	
Type of Document:	Policy		
Title:	Appeals		
Document Number:	POL04		
Version Number:	Version Number 1.0		
Responsible Person:	Managing Director Veronika Basa	Date:	January 2013
Authorised by:	Managing Director Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS allows for students to appeal against academic and non-academic decisions in accordance with the framework for Competency Based Training and Assessment.</p> <p>BECS acknowledges that all students have the right to appeal BECS decisions where reasonable grounds can be established. The areas in which a student may appeal a decision made by BECS may include:</p> <ul style="list-style-type: none"> • Assessments conducted, • Reported breaches of academic performance, attendance requirements, or general behaviours, • Deferral, suspension or cancellation decisions made in relation to the student's enrolment, • Any other decision that is made after a complaint has been reported, investigated and dealt with by BECS in the first instance. <p>BECS will ensure that clients have access to a fair and equitable process for lodging an appeal against academic and/or non-academic decision.</p> <p>BECS will process the appeal in a fair and equitable manner. In doing so, BECS will:</p> <ul style="list-style-type: none"> • Have written procedures in place for collecting and dealing with appeals in a constructive and timely manner; • Ensure that these procedures are communicated to all staff, consultants and clients; • Ensure that all necessary procedures, relevant documentation and resources are in place to enable clients to submit an appeal; • Ensure that each appeal is heard by an independent person or panel if applicable; • Ensure that each appellant has opportunity to formally present their case; • Ensure that each appellant is given a written statement of the appeal outcomes, including reasons for the decision; • Take appropriate action upon the subject of any complaint that is found to be substantiated; • Ensure that informs BECS partner RTO of all activities above and their outcomes. 		
Related AQTF Standards	AQTF Standard 1.1, 2.2, & 2.6 and Condition of Registration 1 & 3		
Definitions	Refer to Glossary of Terms		
1. Introduction and Purpose	BECS is committed to providing quality training and assessment in accordance with the Australian Quality Training Framework (AQTF). The purpose of this policy is to ensure that BECS has appropriate processes and procedures in place		

	for dealing with appeals against academic and/or non-academic outcomes.
2. Principles	<p>2.1. BECS ensures that students have access to a fair and equitable process for appeals against a decision made by BECS in the areas as stated above, which affects the participant's progress.</p> <p>2.2. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), in accordance with the Australian Quality Training Framework (AQTF).</p> <p>2.3. Participants have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated or dealt with during an assessment and where they feel the assessment decision is incorrect and they have grounds for an appeal.</p> <p>2.4. Participants have the right to lodge an appeal against a decision made relating to breaches of academic performance, attendance requirements, or general behaviours if they feel they were unfairly treated or dealt with during the process and where they feel BECS decision is incorrect and they have grounds for an appeal.</p> <p>2.5. Participants have the right to lodge an appeal against a decision made relating to deferral, suspension or cancellation in relation to the student's enrolment by BECS if they feel they were unfairly treated or dealt with during the process and where they feel BECS decision is incorrect and they have grounds for an appeal.</p> <p>2.6. Participants have the right to lodge an appeal against any other decision that is made after a complaint has been reported, investigated and dealt with by BECS in the first instance if they feel they were unfairly treated or dealt with during the process and where they feel BECS decision is incorrect and they have grounds for an appeal.</p> <p>2.7. To initiate the appeals process, the student must complete an Appeals Lodgement Form (F04-01), which is to include a summary of the grounds the appeal is based upon. The reason the student feels that the decision is unfair is to be clearly explained in the form. Help and support with this process can be obtained from BECS by making an appointment during the times the Managing Director of BECS (or delegated nominee) is available.</p> <p>2.8. BECS charges a fee for the appeals process. Refer to Fees, Charges and Refund Policy and Procedure (POL19).</p> <p>2.9. Every effort is made by BECS to ensure the appeal is resolved in a timely manner.</p> <p>2.10. All appeals will be treated with confidentiality and will in no way be detrimental to the appellant.</p> <p>2.11. All appeals must be lodged within 14 days of the date of the assessment result notification to the student.</p> <p>2.12. Grounds of Appeal</p> <p>2.12.1. Assessment Decision</p> <p>Valid grounds for an appeal against an assessment decision (where the student feels the assessment decision is incorrect) could include the following:</p> <p>2.12.1.1. The judgment as to whether competency has been achieved and demonstrated was made incorrectly;</p> <p>2.12.1.2. The judgment was not made in accordance with the Assessment Plan;</p> <p>2.12.1.3. Alleged bias of the assessor;</p>

	<p>2.12.1.4. Alleged lack of competence of the assessor; 2.12.1.5. Alleged wrong information from the assessor regarding the assessment process; 2.12.1.6. Alleged inappropriate assessment process for the particular competency; 2.12.1.7. Faulty or inappropriate equipment; 2.12.1.8. Inappropriate conditions.</p> <p>2.12.2. Reported breaches of: 2.12.2.1. Academic performance, 2.12.2.2. Attendance requirements, or 2.12.2.3. General behaviours.</p> <p>2.12.3. Deferral/ Suspension or Cancellation/Withdrawal or Transfers decisions made in relation to the student's enrolment.</p> <p>2.12.4. Any Other Decision: 2.12.4.1. Any other decisions made after a complaint has been reported, investigated and dealt with by BECS in the first instance.</p> <p>2.13. Appeal Outcomes Appeal outcomes may include: 2.13.1. Appeal is upheld; 2.13.2. Appeal is rejected</p>
3. Supporting Documentation	<p>Policies and Procedures</p> <p>3.1. POL03A Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure 3.2. POL11 Continuous Improvement Policy and Procedure 3.3. POL15A Academic Integrity Policy and Procedure 3.4. POL15B General Misconduct Policy and Procedure 3.5. POL15C Suspension and Expulsion Policy and Procedure 3.6. POL16B Student Academic Progression Review Policy and Procedure 3.7. POL19 Fees, Charges and Refunds</p> <p>Forms:</p> <p>3.8. F04-01 Appeals Lodgment form 3.9. F04-02 Appeals Progress form 3.10. F04-03 Response Sample Letter – Appeal Denied 3.11. F04-04 Appeals Register Spreadsheet</p>
PROCEDURE	
APPEALS	
04 - 00	
STEP 1 Preliminary Action	<p>1.1. To initiate the appeals process, the student is to complete an Appeals Application Form (F04-01), and include a summary of the grounds the appeal is based upon. The reason the student feels that the decision is unfair is to be clearly explained in the form. Help and support with this process can be obtained from BECS by making an appointment during the times the Managing Director of BECS (or delegated nominee) is available.</p> <p>1.2. The Managing Director of BECS (or delegated nominee) shall organize a meeting with all parties involved in the matter and attempt to seek resolution where appropriate.</p> <p>1.3. The process for all formerly lodged internal appeals will begin within ten (10) working days of the appeal being lodged.</p> <p>1.4. An appeal lodged by BECS will be managed by the Managing Director of BECS (or delegated nominee) in accordance with the above processes.</p>
STEP 2	2.1. Where an appeal has been lodged, it will be defined into one of the

Lodgment of Appeal	<p>following categories and the appropriate procedure will be followed:</p> <p>2.1.1. A - Formal Appeals:</p> <p>2.1.2. B - Assessment Appeals:</p> <p>2.1.3. C - Appealing Decisions to Breach of Academic or non-academic requirements:</p> <p>2.1.4. D - Appealing Deferrals, Suspension or Cancellation of Enrolment decisions:</p>
A - Formal Appeals	
03 - 01	
STEP 1 Appealing a Decision or Outcome of a Formal Complaint	<ol style="list-style-type: none"> 1.1. Where a student has appealed a decision or outcome of a formal complaint, they are required to notify BECS in writing of the Appeal Application Form within twenty (20) working days of the grounds of their appeal. Any supporting documentation must be attached to the appeal. 1.2. The Appeal Application shall be lodged through the Managing Director of BECS (or delegated nominee) who will ensure the details of the appeal are added to the Complaints and Appeals Register. 1.3. The student shall be notified in writing of the outcome of the appeal and the Complaints and Appeals Register updated. 1.4. Appeals lodged by staff and clients will be managed by the Managing Director of BECS (or delegated nominee) in accordance with the above processes.
B-Assessment Appeals	
03 - 02	
STEP 1 Appealing an Assessment Result	<ol style="list-style-type: none"> 1.1. Where a student wishes to appeal an assessment result, they are required to notify their trainer and assessor in the first instance. Where appropriate the assessor may decide to reassess the student to ensure a fair and equitable decision is gained. The assessor shall complete a feedback report regarding the re-assessment outlining why assessment was competent or not yet competent. 1.2. If the student is still dissatisfied with the explanation, the student shall formally lodge an appeal by submitting an Application for Appeal, outlining their reasons for the appeal. They shall lodge this with BECS and the appeal shall be entered into the Complaints and Appeals Register. 1.3. The Managing Director of BECS (or delegated nominee) shall be notified of the Appeal and shall seek details from the Assessor involved and any other relevant parties. A decision shall 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 shall be another assessor appointed by BECS. 1.4. The student shall be notified in writing of the outcome and the Complaints and Appeals Register shall be updated.
C- Academic or Non-academic Requirements Appeals:	
03 - 03	
STEP 1 Appealing Decisions to Breaches of Academic or Non-academic Requirements	<ol style="list-style-type: none"> 1.5. Where a student wishes to appeal the decision of BECS, the student shall lodge in writing, a letter outlining the details of their appeal. The student shall ensure that they have compelling circumstances and reasons as to why they have breached their requirements and must be able to provide evidence of these circumstances. 1.6. The appeal shall be lodged with the Managing Director of BECS (or delegated nominee) and the appeal will subsequently be entered into the Complaints and Appeals Register as evidence of the appeal. 1.7. The Managing Director of BECS (or delegated nominee) shall investigate

	<p>recorded documentation on the student's master file; trainer's file notes or any other documented evidence regarding the initial recording of the breach and shall make a decision based on the grounds of the appeal.</p> <p>1.8. The student shall be notified in writing of the outcome and the Complaints and Appeals Register shall be updated.</p>
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D-Deferrals, Suspension, Cancellation/withdrawals, or Transfers of Enrolment

03 - 04

<p>STEP 1 Appealing Deferrals, Suspension, Cancellation/ Withdrawals, or Transfers decisions:</p>	<p>1.1. Where a student wishes to appeal a decision in relation to deferment, suspension or cancellation /withdrawals or transfers of their enrolment, they are required to lodge an Appeals Application Form outlining the details of their appeal. BECS students should have extenuating circumstances as to why the decision should be reviewed and attach any supporting documentation supporting their appeal.</p> <p>1.2. The appeal shall be lodged with the Managing Director of BECS (or delegated nominee) and the appeal will subsequently be entered into the Complaints and Appeals Register as evidence of the appeal.</p> <p>1.3. The Managing Director of BECS (or delegated nominee) shall investigate recorded documentation on the student's master file, trainer's file notes or any other documented evidence regarding the initial recording of the breach and shall make a decision based on the grounds of the appeal.</p> <p>1.4. The student shall be notified in writing of the outcome and the Complaints and Appeals Register shall be updated.</p>
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EXTERNAL APPEALS

03 - 05

<p>STEP 1 Referral To External/ Independent Third Party Mediator</p>	<p>If the matter is still unresolved after the above procedures have been implemented and the internal appeals process has been followed and remains unresolved, it may require an external/independent third party mediator. Where this is the case:</p> <p>1.1. The Managing Director of BECS will nominate, within five working days, an independent person/arbitrator/panel to review the appeal and make a determination.</p> <p>1.2. The appellant is advised in writing of the name of the independent person/arbitrator/panel.</p> <p>1.3. The appeals claim is reviewed and investigated by the independent person/arbitrator/panel which may include:</p> <p>1.3.1. A review of the application form and supporting evidence,</p> <p>1.3.2. A review of all assessment documentation and process,</p> <p>1.3.3. An interview with the student to allow them the opportunity to formally state their claim,</p> <p>1.3.4. An interview with the Managing Director of BECS.</p> <p>1.4. The independent person/arbitrator/panel will determine the appeal outcome, and provide an explanation to justify their decision.</p> <p>1.5. The independent person/arbitrator/panel will advise the Managing Director of BECS and the appellant of the appeals outcome, in writing, within 10 working days.</p> <p>1.6. Where a decision or outcome is in favour of the Student, BECS shall follow the required action to satisfy the student's complaint as soon as practicable.</p>
<p>STEP 2 Referral To BECS partner RTO or Australian Skills Quality Authority</p>	<p>2.1. If any of the parties are not satisfied with the ruling by the independent arbitrator, any party can refer the complaint to BECS partner RTO or Australian Skills Quality Authority (ASQA) if the complaint is about the registered course). In this instance BECS is required to forward all documentation relating to the grievance and the grievance resolution</p>

(ASQA)	<p>process used to BECS partner RTO (or the Tasmanian Qualification Authorities).</p> <p>*For full details of BECS partner RTO process for complaints resolution see the TLC Training Solutions website www.tlctrainingsolutions.com.au.</p> <p>** For full details of the Australian Skills Quality Authority (ASQA) www.asqa.gov.au</p> <p>The decision of BECS partner RTO or the Australian Skills Quality Authority (ASQA) is final and any further action to be taken by the student is outside of BECS Policies and Procedures.</p> <p>2.2. Where a decision or outcome is in favour of the Student, BECS shall follow the required action to satisfy the student’s complaint as soon as practicable.</p> <p>2.3. Where a decision or outcome is in favour of BECS, the student may exercise his/her rights to appeal under Australia’s Consumer Protection Laws.</p> <p>2.4. The Managing Director of BECS will ensure that the subject, policy and procedures relating to any substantiated Appeal is reviewed and progressed through continuous improvement processes with BECS partner RTO, as appropriate.</p>
<u>STEP 3</u> Finalization of Appeal	<p>3.1. If the appellant is satisfied with the outcome of the appeal, the Managing Director of BECS will finalize the appeal by:</p> <p>3.1.1. Completing all appeals documentation;</p> <p>3.1.2. Closing the appeals file and placing appeals documentation on the student file;</p> <p>3.1.3. Update the appeals register.</p>
<u>STEP 4</u> Continuous Improvement	<p>4.1. Any improvement action arising from a student appeal will be sent to partner RTO and copies recorded in the Continuous Improvement Register (F11-01).</p> <p>4.2. This register will be reviewed by BECS and BECS partner RTO, at least annually.</p>
<u>STEP 5</u> Record Keeping & Confidentiality	<p>5.1. The original records of all appeal handled under this procedure and their outcomes shall be sent to BECS partner RTO and copies kept by BECS.</p> <p>5.2. All records relating to appeal will be treated as confidential and will be covered by BECS Privacy Policy and Procedure (POL30).</p> <p>5.3. This policy, and the availability of appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws or the right to pursue any other legal remedies.</p>
<u>STEP 6</u> Publication	<p>6.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>6.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

ASSESSMENT		POL05	
Type of Document:	Policy and Procedure		
Title:	Assessment		
Document Number:	POL05		
Version Number:	Version 1.0		
Responsible Person:	Managing Director Veronika Basa	Date:	January 2013
Authorized by:	Managing Director Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS develops and implements assessment strategies to facilitate student learning and to assess achievement against learning outcomes or competency aims. Assessment practices include the provision of constructive and timely feedback to students to provide them with a measure of their progress against stated learning outcomes and assist in their preparation for future assessment. BECS endorses relevant and diverse forms of assessment.</p> <p>Management of the Assessment System - The Managing Director oversees the development, management, review and monitoring of assessment systems and procedures.</p> <p>Responsibilities and Obligations of BECS - The Managing Director of BECS is responsible for:</p> <ol style="list-style-type: none"> 1.1. Coordinating and monitoring the practice of assessment and that fair, effective, consistent and appropriate assessment practices are in place. 1.2. Reviewing and approving the Assessment Matrix developed for each course and ensure the weighting and timings of assessments are fair, equitable and consistent with the specifications outlined in the accredited course documents or Training and Assessment Strategies. 1.3. To have a variety of quality assurance systems and mechanisms to ensure that feedback and input from assessor, academic staff, students, and external advisers is collated, analysed and acted upon. Information received in relation to a course and/or unit of study is analysed, with Partner RTO, and reported at least annually through: Moderation, Validation, and Course evaluation review. 1.4. To have assessments that are equitable and fair to all persons through: Reasonable Adjustment/s, Special Considerations, Extension of Assessment, or Resubmission of Assessments. 1.5. Ascribing responsibility for conducting assessment to assessor and ensures that assessment tasks are consistent with the aims, objectives and content of a course and/or unit of study. 1.6. Ensuring all students and assessors are aware of their obligations during a Unit study period/course. <p>Responsibilities of Educators/Trainers/Assessors</p> <ol style="list-style-type: none"> 1.7. Contribute to the development of an Assessment Matrix and Training and Assessment Strategy with the Program Director/ Managing Director (or delegated nominee). 1.8. Provide constructive and timely feedback on work/assessments submitted by students. 1.9. Adhere to assessment strategies and their submission timeframes. 1.10. Inform students of expectations of assessment and any formal criteria and standards against which student's performance is to be evaluated. 1.11. Report on student progress and achievement in an honest, clear and objective manner and based only on relevant data. 1.12. Report on assessment outcomes. 1.13. Apply the Complaint / Grievance Policy and Procedure Policy and 		

	<p>Procedure (POL10).</p> <p>Rights of Students</p> <p>1.14. Students have the right to:</p> <p>1.15. To be informed of:</p> <p>1.15.1. BECS Assessment Policies and Procedures,</p> <p>1.15.2. The criteria and methods of assessment of an assessment task and Unit of competency, including:</p> <p>1.15.1.1. Specific attendance and performance requirements,</p> <p>1.15.1.2. Due dates for submitting assessments,</p> <p>1.15.1.3. What to do in instances of unexpected or special circumstances which have affected a student's performance in assessment, or student's ability in submitting an assessment by its due date, or prevented a student from attempting the assessment task.</p> <p>1.15.3. Relationship of assessment procedures to the aims and objectives of the Unit of study.</p> <p>1.16. To receive timely, fair and helpful feedback on assessment tasks, academic work, and evaluation of their performance and progress in a Unit,</p> <p>Responsibilities of Students</p> <p>1.17. Be aware of all requirements to deem competent in a unit of study/ course.</p> <p>1.18. Be aware of mechanisms within BECS and seek assistance and advice, in particular in relation to problems in meeting assessment timeframes, deferral/suspension, cancellation/ withdrawal, or transfers (full-time/part-time) from a Unit/course and special consideration due to compassionate or compelling circumstances or serious matters.</p> <p>1.19. Practice academic integrity and avoid plagiarism, cheating or collusion.</p> <p>1.20. Accept fair, helpful and timely feedback on assessment tasks including evaluation of performance and progress in a unit of study/course.</p> <p>1.21. Be aware of the Complaint / Grievance Policy and Procedure (POL10) and Appeals Policy and Procedure (POL04) against assessment/academic decisions.</p>
Policy Scope	<ul style="list-style-type: none"> • Management of Assessment System, • The Responsibilities and Obligations of BECS, • The responsibilities of Assessor and Students, • Quality Assurance: Adjustment, Moderation, and Validation, • Procedures: Recording, Extensions, Late Assessments, Re-submissions, • Assessment Grading Criteria.
Definitions	Refer to Glossary of Terms
Related AQTF Standards	Standards 1.3, 1.4, 1.5
2. Policy Purpose	To establish BECS framework for quality assurance in the management of the assessment system, responsibilities and obligations for assessment, quality assurance, and procedures for the effective conduct of assessment practices.
3. Policy Principles	<p>3.1. Assessment is carried out on a consistent and timely manner to ensure learning has taken place and students have acquired the knowledge and skills required in demonstrating competency.</p> <p>3.2. Assessments are undertaken by qualified Assessors who have assessor competencies and vocational competencies in the subject being assessed.</p> <p>3.3. When marking assessments, assessors will make comments throughout and will provide genuine feedback to student. The feedback will consist of the assessment outcome and how the work could be improved.</p>

The assessment outcome of Assessment Tasks are marked/graded as:

Assessment Outcomes of Assessment Tasks	
S	Sufficient
NS	Not Sufficient
NAS	Not Assessed

Sufficient (S) – The assessors make decisions about whether a task has been sufficiently/ satisfactorily completed based on the following considerations:

- 3.3.1. All parts of the assessment task/s have been completed to a standard that sufficiently meets the requirements set out in all of the marking criteria (as set out in the Unit of Competency)
- 3.3.2. The student's work is of a standard to be acceptable in the workplace as a counselling supervisor, including acceptable formatting, expression, language, spelling and grammar.
- 3.3.3. The assessment task is the student's own work, except as appropriately acknowledged via referencing.

Not Sufficient (NS) – If any of the conditions above are not satisfied, the assessment task is marked as 'NS'.

Not Assessed (NAS) – If the assessment task can not be assessed, the assessment task is marked as 'NAS'. Candidates are deemed 'Not Assessed' when they:

- 3.3.4. Do not submit their assessment, or
- 3.3.5. Do not submit their assessment on the due date as indicated in Student Training Plan and have no extension granted by BECS
- 3.3.6. Work submitted for assessment does not fit assessment criteria.
- 3.3.7. Academic misconduct

The assessment outcome of a Unit of Competency is marked as:

Assessment Outcomes of Units of Competency	
C	Competent
NYC	Not Yet Competent
WD	Withdrawn
NAS	Not Assessed
RPLG	Recognition of Prior Learning – Granted
RPLN	Recognition of Prior Learning – Not Granted
CT	Credit Transfer

Competent (C) – a candidate is deemed 'Competent (C)' in a Unit of Competency, when the student consistently demonstrated their skills and explained their knowledge to the standard required in the workplace. This means the student must *complete all assessment tasks in the Unit with a mark 'Sufficient (S)'*

Not Yet Competent (NYC) – a candidate is deemed 'Not Yet Competent (NYC)' when they are unable/have not sufficiently/satisfactorily demonstrated levels of competence in accordance with the minimum performance standards. This means the student was marked on at least one/more assessment tasks as 'Not Sufficient (NS)'.

Students assessed as 'Not Yet competent' shall receive feedback and interviewed by the Assessor, and may be required to undergo further training before reassessment.

Students assessed as 'Not Yet Competent' will be advised of BECS'

	<p>Appeals policy (POL04).</p> <p>Not Assessed (NAS) – candidates are deemed ‘Not Assessed’ when their entire work of a Unit of competency could not be assessed or for academic misconduct.</p> <p>Students assessed as ‘Not Assessed’ will have to re-enroll into gap training and/or the whole course, as applicable, to achieve competency.</p> <p>Students assessed as ‘Not Yet Competent (NYC)’ or ‘Not Assessed (NAS)’ will be advised of BECS’ Appeals policy and Procedure (POL04).</p> <p>3.4. Equity and Fairness in Assessment</p> <p>3.4.1. Reasonable Adjustment/s for Special Needs -Assessment tasks are subject to Reasonable Adjustment where a student has a specific disability or special need. The reasonable adjustment is subject to provision of timely and relevant advice by the student of their individual requirements, and that the vocational and professional outcomes of the course are considered in order to ensure assessment decisions are appropriate. See Access and Equity Policy and Procedure (POL01).</p> <p>3.4.2. Special Considerations - Students who experience unforeseen circumstances during the duration of the course’s nominal hours that affect their performance in an assessment may be eligible to apply for a special consideration in accordance to Special Consideration Policy and Procedure (POL01A). Approved applications for Special consideration may be subject to one of the following outcomes:</p> <p>3.4.2.1. Extension of submission date, 3.4.2.2. Additional assessment, 3.4.2.3. No action, 3.4.2.4. Suspension/Withdrawal from course without penalty, 3.4.2.5. Resubmit/reassessment, 3.4.2.6. Opportunity to recommence course, if applicable.</p> <p>3.4.3. Assessment Due Dates - All assessment tasks must be submitted within the due dates and within the nominal hours of the course enrolled, as indicated in the Student Training Plan.</p> <p>3.4.4. Late Assessments - Late assessments without an extension granted by BECS are not accepted and will be marked NAS (Not assessed). See Late Assessment Submission Policy and Procedure (POL05A).</p> <p>3.4.5. Extension of Assessment - Students are allowed to apply for an extension of assessment in accordance with Assessment Extension Policy and Procedure (POL05B). If a student needs to have more assessment extensions as per Assessment Extension Policy and Procedure (POL05B) both BECS and the student have the right to request an interview to decide for the next best step, in accordance with Student Academic Progression Review Policy and Procedure (POL16B).</p> <p>3.4.6. Resubmission of Assessments - Students are allowed two resubmits for an assessment, which has been previously deemed ‘Not Sufficient (NS)’ or ‘Not Assessed (NAS)’ two more times. Students who fail to meet the assessment criteria on the third submission will be charged the assessment task or the entire unit cost again. If the unit is repeated and two attempts result in a ‘NYC’, the student will be required to re-enroll and do the whole course again.</p>
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	<p>3.5. Development of Assessments:</p> <p>3.5.1. Assessments are developed in consultation with industry in accordance with the Development of Learning & Strategies and resources Policy (POL13).</p> <p>3.5.2. Assessments are designed to be: valid, reliable, fair and flexible and to meet: the dimensions of competency, the rules of evidence.</p> <p>3.5.3. Evidence gathering methods commonly used may include, but are not limited to: observations (direct/indirect via DVD/CD), projects, assignments, workplace assignment, workplace performance, demonstration, questioning, role play, simulation, written tests, oral presentations, portfolio of evidence, third party reports.</p> <p>3.5.4. Assessments comply with the requirements of National Training packages, the current AQF Implementation Handbook, the AQTF Standards, and are within BECS Partner RTO scope of registration.</p> <p>3.5.5. Assessments focus on application of knowledge and skills to the standard of performance required in workplace: task skills, task management skills, contingency management skills and job/role environment skill.</p> <p>3.5.6. The assessment process is open, structured, consistent and comprehensive.</p> <p>3.5.7. Assessment tools are resources used by assessors to identify and record what the student must demonstrate to be deemed competent in a Unit of Competency; they are crucial for the accurate and consistent assessment of participants against competency standards, are required as evidence of assessment, and are retained on record.</p> <p>3.5.8. BECS offers students assessment options appropriate to the qualification outcome. This includes Mutual recognition and Recognition of Prior Learning. See Mutual Recognition Policy and Procedure (POL27) and Recognition of Prior Learning Policy and Procedure (POL34).</p> <p>3.5.9. The assessment tool consists of:</p> <ul style="list-style-type: none"> 2.1.3.1.1. Assessment instruments, 2.1.3.1.2. Assessment checklist, 2.1.3.1.3. Student record Summary, 2.1.3.1.4. Pre assessment briefing, 2.1.3.1.5. Post assessment briefing, 2.1.3.1.6. Instructions for assessors, 2.1.3.1.7. Instructions for candidates. <p>3.6. Quality Assurance: Moderation, Validation, Evaluation</p> <p>3.6.1. Moderation: assessment decision-making is reviewed to ensure consistency in grading. Refer to the Assessment Validation and Moderation Policy and Procedure (POL26).</p> <p>3.6.2. Validation: assessment processes, methods, tools and the subsequent assessment decisions are compared, evaluated and reviewed Refer to the Assessment Validation and Moderation Policy and Procedure (POL26).</p> <p>3.6.3. Course evaluation review – is conducted at least annually in line with Evaluation and Feedback Policy and Procedure (POL16):</p> <ul style="list-style-type: none"> 3.6.3.1. Level 1 – Learner evaluation: 3.6.3.2. Level 2 – Relevant industry representatives and Annual reviews: 3.6.3.3. Level 3 – Employer evaluation (where applicable).
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4. Supporting Documentation	Policies and Procedures: 4.1. POL01 Access and Equity in Training Policies and Procedures 4.2. POL01A Special Consideration Policies and Procedures 4.3. POL05A Late Assessment Submission Policies and Procedures 4.4. POL05B Assessment Extension Policies and Procedures Forms: 4.5. F05B-01 Extension Request Application 4.6. F05A-01 Late Assessment Submission Application 4.7. F01A-01 Special Consideration Form 4.8. F05-01 Learner Ass Resource Pack 4.9. F05-02 Assessor Ass Resource Pack
PROCEDURE	
05-01	
STEP 1 Student Information	1.1. Students are informed and receive assessment documentation of assessment requirements prior to the commencement of learning.
STEP 3 - Student Undertakes Assessment	3.1. Student completes all assessment requirements. 3.2. Student submits assessment by due date.
STEP 4 Assessor Reviews Assessment	4.1. The Assessor reviews the assessment and makes judgment. 4.2. The assessor can make one of the following possible judgments: 4.2.1. S – Sufficient 4.2.2. NS – Not sufficient 4.2.3. C – Competent, 4.2.4. NYC - Not Yet Competent, 4.2.5. NAS - Not assessed, 4.2.6. WD – Withdrawn, 4.2.7. RLG - Recognition of Prior Learning – Granted, 4.2.8. RLN - Recognition of Prior Learning – Not Granted, 4.2.9. CT - Credit Transfer.
STEP 5 Assessment Feedback	5.1. Student provided with feedback regarding assessment. 5.2. If student competent: go to step 6. 5.3. If student is “Not Yet Competent” the assessor will provide guidance to the student on further requirements. 5.4. Student may undergo further training.
STEP 6 Assessment Documentation Completed	6.1. Assessor completes relevant assessment documentation, 6.2. Course report completed. 6.3. The original assessment documentation and course report are sent to BECS partner RTO, and copies kept by BECS. 6.4. Copies of student individual file and electronic file are updated by BECS to reflect assessment achievements.
STEP 7 Assessment Evaluation	7.1. The candidate and assessor complete an evaluation form, providing feedback on the assessment process, tools, and judgments. The originals are sent to BECS partner RTO and copies kept by BECS.
STEP 8 Issue Certification	8.1. BECS Partner RTO issues student with appropriate certificate in accordance with their Certification Policy and Procedures.
STEP 9 Appeals	9.1. Should the student be dissatisfied with any part of the assessment process they have the right to appeal the decision by following BECS Appeals Policy and Procedure (POL04).
STEP 6 Publication	6.3. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au , prior to signing a written agreement with BECS. 6.4. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

LATE ASSESSMENT SUBMISSION		POL05A	
Type of Document:	Policy and Procedure		
Title:	Late Assessment Submission		
Document Number:	POL05A		
Version Number:	Version 1.0		
Responsible Person:	Managing Director Veronika Basa	Date:	January 2013
Authorized by:	Managing Director Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to promoting, encouraging and valuing equity and fairness with respect to assessments.</p> <p>BECS expects all assessments to be submitted by the due date as indicated and agreed upon by student in the 'Student Training Plan'. BECS considers students who submit their assessments late as gaining an unfair advantage by having extra time to complete their assessment tasks.</p> <p>BECS will not accept late submissions of assessment. Assessments which are submitted late without an agreed extension will be sent back to the student and marked as not assessed (NAS).</p> <p>No assessment will be accepted after one (1) week from the assessment due date, unless an extension has been granted.</p>		
Scope of Policy	<ul style="list-style-type: none"> • This policy applies to all current students of BECS. • This policy does not apply to re-submitted assessments. Late re-submitted assessments will not be accepted. 		
Definitions	Refer to Glossary of Terms		
Related AQTF Standards	Standards 1.3, 1.4, 1.5		
5. Policy Purpose	To ensure that BECS has a framework to follow to provide all with the same opportunities for assessments, the same time to prepare, and the same due dates.		
6. Policy Principles	<p>6.1. Assessments are designed to be equitable and fair to all students regarding their submission, the same time to prepare, and the same due dates as indicated and agreed upon by the student, in the 'Student Training Plan'.</p> <p>6.2. Students who submit their assessments late are considered as gaining an unfair advantage by having extra time to complete their assessment tasks.</p> <p>6.3. Late submissions will be sent back to the student as not-assessed (NAS).</p> <p>6.4. Late submissions of assessment without an agreed extension will not be accepted.</p> <p>6.5. No assessment will be accepted after one (1) week from the assessment due date, unless an extension has been granted</p> <p>6.6. Where a late assessment has not been accepted and a penalty has been applied, the student has the right to appeal the decision via Complaint /Grievance (POL10) and Appeals (POL04) Policies and Procedures.</p>		
7. Supporting Documentation	<p>Policies and Procedures</p> <p>7.1. (POL05B) Assessment Extension Policy and Procedure</p> <p>7.2. POL10 Complaint /Grievance Policies and Procedures</p> <p>7.3. POL04 Appeals Policies and Procedures</p> <p>7.4. POL15A Academic Integrity Policies and Procedures</p> <p>Forms:</p> <p>7.5. F05B-01 Extension Request Application Form</p> <p>7.6. F05A-01 Late Assessment Submission Application</p> <p>7.7. F04-01 Appeals Lodgement Form</p> <p>7.8. F10-01 Informal Complaint/Grievance Cover Sheet</p> <p>7.9. F10-02 Formal Complaint/Grievance Lodgement Form</p>		

PROCEDURE	
Late Assessment Submission	05A
STEP 1 – Advise to Students	1.1. Students are informed of Late Assessment Submission Policy and Procedure that can be accessed in BECS Code of Practice at www.becsonline.com.au , prior to the commencement of learning.
STEP 2 – Student Submits Late Assessment with Agreed Extension from BECS	2.1. The student complies with BECS’ Assessment Extension Policy (POL05B). 2.2. Student submits the F05B-01 Extension Request Application Form 2.3. BECS will assess the extension request as per the Assessment Extension Policy (POL05B).
STEP 3 – Student Submits Late Assessment Without Agreed Extension from BECS	3.1. Student’s late assessment is sent back to the student un-assessed with a ‘NAS’ mark for that assessment task. Some administration fees may also be applied.
STEP 4 – Appeals Against Outcome	4.1. Where a penalty has been exposed, the student has the right to appeal the decision through BECS Appeals Policy and Procedure (POL04).
STEP 5 – Recording	5.1. BECS partner RTO will be provided with the original documentation of outcomes of the above and copy kept by BECS.
STEP 6 Publication	6.5. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au , prior to signing a written agreement with BECS. 6.6. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

ASSESSMENT EXTENSION		POL05B	
Type of Document:	Policy and Procedure		
Title:	Assessment Extension		
Document Number:	POL05B		
Version Number:	Version 1.0		
Responsible Person:	Managing Director Veronika Basa	Date:	January 2013
Authorized by:	Managing Director Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS expects all students to submit their assessments by the due date as indicated and agreed upon in the 'Student Training Plan'. In some rare circumstances, BECS may grant to a student an extension of time for the submission of an assessment.</p> <p>It is the student's responsibility to submit an assessment on time or negotiate an extension with BECS.</p> <p>BECS may grant to a student an extension of time of up to one (1) week from the due date of the submission of an assessment.</p> <p>Extensions exceeding one (1) week from the due date for the submission of an assessment will only be granted in special circumstances and will only be considered on medical, compassionate or serious grounds which are supported with independent documentation as per Special Consideration Policy and Procedure (POL01A).</p> <p>No assessment extension may exceed four (4) weeks from the original due date during the duration of the course.</p> <p>BECS will calculate the extension on the information contained in the supporting documentation.</p> <p>BECS will not grant an extension exceeding one (1) week without demonstrated serious cause.</p> <p>BECS will not grant an extension for re-submitted assessment tasks</p>		
Scope of Policy:	<p>This policy applies to all current students of BECS.</p> <p>This policy does not apply to resubmissions. Resubmissions must be submitted by the due date.</p>		
Definitions	Refer to Glossary of Terms		
Related AQTF Standards	Standards 1.3, 1.4, 1.5		
8. Policy Purpose	To enable BECS to address the issue of assessment extension by having a framework in granting the assessment extension time.		
9. Policy Principles	<p>9.1. Requests for an assessment extension for up to one (1) week from the original assessment due date can be negotiated with the trainer/assessor.</p> <p>9.2. Requests for an assessment extension in excess of one (1) week from the original assessment due date must be submitted in writing using the Extension Request Application Form (F05B-01). BECS must receive the Extension Request Application Form (F05B-01) three (3) working days prior to the due date of the assessment, unless the special circumstances prevent the student from applying within this period.</p> <p>9.3. In the event of special circumstances, students must also submit Special Consideration Request Application Form (FO1A-01), within three (3) working days from the assessment due date in accordance with Special Consideration Policy and Procedure (POL01A).</p> <p>9.4. BECS will consider the granting of assessment extensions if:</p>		

	<p>9.4.1. The request is made three (3) working days prior to the assessment due date and is based on unforeseen medical, compassionate, or serious grounds.</p> <p>9.4.2. The request is accompanied by independent supporting documentation.</p> <p>9.4.3. BECS will assess assessment extensions on the information contained in the supporting documentation.</p> <p>9.4.4. BECS is satisfied that the unforeseen special circumstances apply.</p> <p>9.5. No assessment extension may exceed four (4) weeks from the original assessment due date during the duration of the course.</p> <p>9.6. No assessment extension are available for resubmissions</p> <p>9.7. Submitting the Extension Request Application Form (F05B-01) or the Special Consideration Form (F01A-01) does not mean that the extension will automatically be granted.</p> <p>9.8. BECS will notify the students of the outcome of their Assessment Extension Request application within two (2) or three (3) working days via email. If a student does not receive a response within this timeframe, students are advised to immediately contact BECS.</p> <p>9.9. The number of assessment extensions per student in the course nominal hours study period will not exceed the six (6) assessment extensions mark unless in special unforeseen circumstances.</p> <p>9.10. If more than six (6) assessment extensions requests in the course nominal hours study period are lodged, BECS reserves the right to refuse the request. If a student is not meeting the required level of commitment for completing assessment tasks BECS will re-asses the student's suitability for study within the course enrolled and the student may be asked to have an interview in accordance with Student Academic Progression Review Policy and Procedure (POL16B) during which time the student may be asked to engage a mentor/coach and/or differ their studies for a period of time.</p> <p>9.11. If the student's application for an extension is unsuccessful, the Late Assessment Submission Policy and Procedure (POL 05A) allows the student to submit their assessment for marking up to two (2) weeks after the original due date.</p> <p>9.12. If the student has been granted an extension by BECS for up to two (2) weeks, BECS will not accept any late assessments beyond the date of the assessment extension.</p> <p>9.13. A student may appeal BECS decision to refuse an extension by following BECS Appeals Policy and Procedure (POL04).</p>
<p>10. Supporting Documentation</p>	<p>BECS documentation which supports the implementation of this Policy:</p> <p>Policies and Procedures</p> <p>10.1. POL04 Appeals Policy and Procedure</p> <p>10.2. POL05A Late Assessment Submission Policy and Procedure</p> <p>10.3. POL10 Complaint /Grievance Policy and Procedure</p> <p>10.4. POL16B Student Academic Progression Review Policy and Procedure</p> <p>10.5. POL19 Fees, Charges and Refunds Policy and Procedure</p> <p>Form:</p> <p>10.6. F10-01 Informal Complaint/Grievance Cover Sheet</p> <p>10.7. F10-02 Formal Complaint/Grievance Lodgement Form</p> <p>10.8. F04-01 Appeals Lodgement Form</p> <p>10.9. F05B-01 Extension Request Application Form</p> <p>10.10. F01A-01 Special Consideration Request Application Form</p> <p>10.11. F05-11 Alternative Assessment Form</p>

PROCEDURE	
Assessment Extension	05B
<u>STEP 1</u> Lodging Extension Request Application	<p><i>Extensions for up to one (1) week:</i></p> <p>1.1. Student requests and negotiates for an assessment extension for up to one (1) weeks with the trainer/assessor.</p> <p>1.2. The trainer/assessor will decide if the student request is based on valid reasons and extension can be granted</p> <p><i>Extensions in excess of one (1) week:</i></p> <p>1.3. Student submits the 'Extension Request Application Form (F05B-01)' and Special Consideration Request Application Form (F01A-01) with supporting documentation, within three (3) working days from the assessment due date, in accordance with Special Consideration Policy and Procedure (POL01A).</p> <p>Where the required documentation is not available by the deadline for lodgement, the student should still lodge the application within the allowed time. The required documentation may then be lodged, either by the student or by the practitioner, no later than five (5) working days after the date the application was lodged.</p>
<u>STEP 2</u> Consideration of Applications	<p>2.1. Applications for assessment extension will be considered on the basis of the impact the documented incident is perceived to have had on the student's academic performance in the specific assessment task.</p> <p>2.2. Students will be notified if their application is considered incomplete.</p>
<u>STEP 3</u> Notification of Outcomes	<p>3.2. The student will be notified of the outcome of the application within 10 working days and the reasons for the decision.</p> <p>3.3. Where an application is refused the student will be informed of the reasons for the refusal the appeal process Appeal Policy and Procedure (POL04).</p>
<u>STEP 4</u> Appeals Against an Outcome	<p>4.1. A student may appeal against the outcome of an application for extension of assessment by lodging such an appeal is 10 working days from the date the email was sent to notify the student of the outcome.</p>
<u>STEP 5</u> Recording	<p>5.1. BECS partner RTO will be provided with the original documentation of outcomes of the above and copy kept by BECS.</p>
<u>STEP 6</u> Publication	<p>1.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS.</p> <p>1.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

COMPLAINT / GRIEVANCE			POL10
Type of Document:	Policy and Procedure		
Title:	Complaint /Grievance		
Document Number:	POL10		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Date Due for Review:	January 2014		
Policy Statement	<p>BECS acknowledges the clients' right to lodge a complaint/grievance relating to academic and non-academic matters encountered at BECS.</p> <p>BECS seeks to encourage all staff and students to come forward with their complaints in the knowledge that BECS will take prompt and effective action to address complaints.</p> <p>Where at all possible, all complaint will be resolved in an informal manner prior to the implementation of the formal procedure and submitting a formal grievance.</p> <p>BECS will ensure that all staff and students have access to a fair and equitable process for expressing grievances regarding academic and non-academic matters, and that BECS will handle complaints with fairness and equity.</p> <p>BECS will ensure that student grievances and their outcomes are fed into continuous improvement initiatives and a copy put in student's file.</p> <p>This policy, and the availability of complaint/grievances and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws or the right to pursue any other legal remedies.</p>		
Definitions	Refer to Glossary of Terms		
Scope	<p>The scope of this policy includes all students of BECS who wish to submit a complaint about an academic or non-academic matter, including academic and behavioural misconduct.</p> <p>This policy does not replace or modify policies or any other responsibilities that may arise under other policies or under statute or any other law, and do not circumscribe an individual's rights to pursue other legal remedies.</p>		
Related AQTF Standards	Standard 2.7		
1. Policy Purpose	To provide a fair and equitable procedure for students to submit an academic or non-academic grievance (verbally, by telephone or writing/email) with clear process for making their complaint and receiving fair treatment in doing so.		
2. Policy Principles	<ol style="list-style-type: none"> 2.1. BECS ensures that participants have access to a fair and equitable process in dealing with complaints concerning training or assessment. 2.2. Complaints will be treated seriously, promptly, impartially, sensitively and confidentially. 2.3. Every effort is made by BECS to resolve participants' complaints in a timely manner. 2.4. BECS will attempt to resolve complaints on an individual case basis, as they arise. 2.5. All participants have the right to express a concern or problem or lodge a complaint if they have grievances regarding academic and non-academic matters, and that BECS will handle complaints with fairness and equity. 2.6. The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant, using a 		

	<p>process of discussion, cooperation and conciliation.</p> <p>2.7. The rights of the complainant and respondent will be acknowledged and protected throughout the entire complaint resolution process.</p> <p>2.8. In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.</p> <p>2.9. All parties have the right to representation during the complaint resolution process.</p> <p>2.10. The complaint resolution procedure emphasizes mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.</p> <p>2.11. Victimization of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.</p> <p>2.12. Complainants retain the right to lodge a complaint with outside agencies at any point during the complaint resolution process.</p> <p>2.13. Types of Complaints/Grievances:</p> <p>2.13.1. Academic Complaint/Grievances ...including but are not limited to:</p> <p>2.13.1.1. Assessment results,</p> <p>2.13.1.2. Student academic progress,</p> <p>2.13.1.3. Course content,</p> <p>2.13.1.4. The quality of course delivery,</p> <p>2.13.1.5. Academic achievement in a course of study,</p> <p>2.13.1.6. Information - provided, be it written or verbal, is thought to be inappropriate or incorrect</p> <p>2.13.1.7. Privacy Breach - relating to the collection, storage, and access to collection, use and disclosure of personal information.</p> <p>2.13.2. Non-academic Complaint/Grievance ...include but are not limited to: operational, administrative, discrimination and harassment issues:</p> <p>2.13.2.1. Sexual harassment,</p> <p>2.13.2.2. Racial or sexual discrimination,</p> <p>2.13.2.3. Direct discrimination (when a person(s) is treated unfairly, unequally or harassed on the basis of a characteristic or a presumed characteristic relating to person's sex; sexuality, pregnancy, marital status, race, disability or age),</p> <p>2.13.2.4. Indirect discrimination (when a requirement (written or unwritten rules, traditions, practices, procedures or structures) which is the same for everyone, has an unequal or disproportionate effect or result on particular groups of people),</p> <p>2.13.2.5. Physical or verbal abuse,</p> <p>2.13.2.6. Victimization - if a person(s) treats another less favorably because they have:</p> <p>2.13.2.6.1. Lodged an informal/formal complaint of discrimination or harassment,</p> <p>2.13.2.6.2. Provided evidence or information about a compliant,</p> <p>2.13.2.6.3. Reasonably maintained their right or the right of another person to lodge a compliant,</p>
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	<p>2.13.2.6.4. Acted on their rights provided by the Equal Opportunity Act.</p> <p>2.14. Types of Misconduct</p> <p>2.14.1. Academic Misconduct in line with Academic Integrity Policy and Procedure (POL15A)</p> <p>2.14.2. Behavioural Misconduct in line with General/Non-Academic Misconduct Policy and Procedure (POL15B)</p>
3. Supporting Documentation	<p>Policies and Procedures</p> <p>3.1. POL15A Academic Integrity Policy and Procedure</p> <p>3.2. POL15B General Misconduct Policy and Procedure</p> <p>3.3. POL16B Student Academic Progression Review</p> <p>Forms:</p> <p>3.4. F10-01 Complaint/Grievance Lodgment Form</p> <p>3.5. F10-02 Complaint/Grievance Progress Form</p> <p>3.6. F10-03 Complaint/Grievance Outcome Letter</p> <p>3.7. F10-04 Complaint/Grievance Register</p>

PROCEDURE

Complaint		10 - 01
<u>STEP 1</u> Informal Complaint/ Register of Complaint	<p>1.1. The student can attempt to resolve the complaint with the person concerned and to seek a resolution to complaint to mutual satisfaction of both parties.</p> <p>1.2. If the complaint is unable to be resolve by both parties then the student can seek assistance from the Managing Director (or delegated nominee) who will discuss the issue with the person who the student has a complaint with and try to resolve the complaint, and with the student about the outcome and possible resolution.</p> <p>1.3. If the student is dissatisfied with the outcome then the student can lodge a formal complaint using the Formal Complaints Lodgment form (F10-02)'. 1.4. All students have the right to lodge a formal complaint.</p>	
<u>STEP 2</u> Formal Complaint/ Grievance - Progressing the Complaint	<p>2.1. Student submits a Formal Complaint/Grievance Lodgment Form (F10-02).</p> <p>2.2. The Managing Director of BECS will send a written notice to the complainant, within seven (7) business days of the application being submitted to BECS, informing them of receipt of their grievance and stressing the requirement for absolute sensitivity and confidentiality of the matter. The written notice will also advise the complainant of process that will be followed, timeframes that will be required, and steps the complainant should take for this stage of the particular complaint.</p> <p>2.3. The grievance resolution process will commence within 10 business days of receipt of the grievance. All reasonable measures will be taken to finalise the process as soon as practicable.</p> <p>2.4. The Managing Director of BECS will review, investigate, and mediate, to resolve the grievance within seven (7) working days. Actions which might be taken include but are not limited to:</p> <p>2.4.1. Discussing the facts of the grievance with the complainant,</p> <p>2.4.2. Where appropriate and applicable, discuss the grievance with the respondent giving details of the complaint and complainant,</p> <p>2.4.3. Where appropriate and applicable, encourage the disputants to engage in mediation on an informal level, with the Managing Director of BECS present.</p> <p>2.4.4. Interview all parties, including any witnesses individually. Each party will be informed that they have the right to have an independent person present during the interview of their choosing,</p>	

	<p>2.4.5. Advise and caution all parties on the importance and need to maintain confidentiality and discretion so as not to pervert the course of natural justice,</p> <p>2.4.6. Conduct interviews privately and confidentially,</p> <p>2.4.7. Where applicable, report the outcome of the meeting with the respondent to the complainant,</p> <p>2.4.8. Following discussion with the complainant and respondent, institute any necessary actions and /or administrative arrangements.</p> <p>2.4.9. Make a decision to the resolve of the grievance, within BECS policies.</p> <p>2.4.10. Monitor the learning environment to ensure that the behaviour does not recur.</p> <p>2.4.11. Confirm all parties are satisfied with the outcome of grievance.</p> <p>2.4.12. Advise all parties on their rights for further review via an external arbitrator or through Australian Skills Quality Authority (ASQA).</p> <p>2.5. The Managing Director of BECS advises all parties of the outcome of the complaint in writing in the 'Grievance Outcome Letter (F10-04)', and that both complainants and appellants have the right of appeal.</p> <p>2.6. The Managing Director of BECS ensures all agreed actions are put into place to resolve the complaint.</p> <p>2.7. To appeal a decision BECS must receive, in writing, grounds of the appeal by using the Appeals Lodgement Form (F04-01) in line with Appeals Policy and Procedure (POL04).</p>
<p>STEP 5 Continuous Improvement</p>	<p>5.1. Any improvement action arising from a student grievance or appeal will be registered in the Continuous Improvement Register (F11-01). This register will be reviewed by BECS and partner RTO at least annually.</p>
<p>STEP 6 Record Keeping & Confidentiality</p>	<p>6.1. The original records of all complaints/grievances handled under this procedure and their outcomes shall be sent to BECS partner RTO and copies kept by BECS and maintained for a period of at least five years to allow all parties to the grievance appropriate access to these records, upon written request to BECS.</p> <p>6.2. The Manager of BECS will complete all necessary documentation including the: 'Complaints Register (F10-05)' and 'Complaint/Grievance Progress Form (F10-03)'.</p> <p>6.3. All grievance discussion and formal complaints will be:</p> <p>6.3.1. Documented in Complaint Register (F10-05).</p> <p>6.3.2. Reviewed and progressed through continuous improvement processes, as appropriate.</p> <p>6.3.3. Treated as confidential and will be covered by BECS Privacy Policy and Procedure (POL31).</p>
<p>STEP 7 Publication</p>	<p>1.3. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>1.4. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

CONTINUOUS IMPROVEMENT		POL11	
Type of Document:	Policy and Procedure		
Title:	Continuous Improvement		
Document Number:	POL11		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to the continuous improvement of its training and assessment system, products and resources to its clients with effective and efficient quality processes. BECS will:</p> <ul style="list-style-type: none"> • Collect and analyse stakeholder and client feedback on the training and assessment services it provides, including courses, assessment activities and recognition of prior learning; and • Use all information collected and analyzed from stakeholders to review its training and assessment policies and procedures. 		
Related AQTF Standards	Standards 1.1, 2.1, 2.2, 2.3, 2.6 3.1, 3.3		
1. Policy Purpose	To have written frameworks for ensuring quality training and assessment through continuous improvement processes by acting on opportunities for improvement identified by any means, and the continuous improvement of its systems;		
2. Policy Principles	<p>2.1. Continuous improvement is an essential component of operating a training and assessment system that meets or exceeds defined quality standards.</p> <p>2.2. Continuous improvement opportunities and ideas arise from feedback derived from clients, management review, industry and staff.</p> <p>2.3. BECS will ensure the continuous improvement of all of its operations, including strategies through (or as a result of), but not limited to:</p> <p>2.3.1. Student feedback course and workshop evaluation, and annual review survey of T&A</p> <p>2.3.2. Industry feedback - annual review validation of T&A</p> <p>2.3.3. BECS partner RTO feedback</p> <p>2.3.4. Employer feedback</p> <p>2.3.5. Management review</p> <p>2.3.6. Trainer and Assessor feedback</p> <p>2.3.7. AQTF auditing (internal by BECS and external by BECS partner RTO and their registering Body)</p> <p>2.3.8. Customer complaints and Appeals</p> <p>2.3.9. Induction of staff and contractors</p> <p>2.3.10. Course report files</p> <p>2.3.11. BECS business strategy changes</p> <p>2.3.12. Legislative or regulatory changes</p> <p>2.3.13. Feedback or liaison from stakeholders</p> <p>2.3.14. Student results (Assessment, Mutual Recognition, RPL processes)</p> <p>2.3.15. Administrative processes / efficiencies</p> <p>2.3.16. Performance Management</p> <p>2.4. BECS seeks feedback from its participants and their satisfaction with services they have received and seeks to improve its services in accordance with their expectations.</p> <p>2.5. BECS conducts internal auditing against quality standards, namely the Australian Quality Training Framework (AQTF), for all policies and procedures, and training and assessment products and services offered to</p>		

	<p>participants on an annual basis.</p> <p>2.6. BECS undergoes external auditing by BECS partner RTO and its Registering Body, against quality standards, namely the Australian Quality Training Framework (AQTF), for all policies and procedures, and training and assessment products and services offered to participants on an annual basis.</p>
3. Supporting Documentation	<p>Forms:</p> <p>3.1. F11-01 Continuous Improvement request form</p> <p>3.2. F11-02 AQTF Standards Checklist of Compliance - Quality Assurance</p> <p>3.3. F11-03 Continuous Improvement of T&A Plan</p> <p>3.4. F11-04 Continuous Improvement Register</p> <p>3.5. Continuous Improvement File</p>

PROCEDURE

CONTINUOUS IMPROVEMENT

11 - 01

STEP 1 Feedback	<p>Feedback is obtained both directly and indirectly by various methods:</p> <p>1.1. Student feedback –</p> <p style="padding-left: 20px;">1.1.1. Course and workshop evaluation,</p> <p style="padding-left: 20px;">1.1.2. Annual review survey of T&A</p> <p style="padding-left: 20px;">1.1.3. Assessment feedback</p> <p>1.2. Industry feedback - annual review validation of T&A</p> <p>1.3. Employer feedback</p> <p>1.4. Trainer evaluation</p> <p>1.5. Assessor evaluation</p> <p>1.6. General comment on an ongoing basis</p> <p>1.7. BECS partner RTO feedback on an ongoing basis</p> <p>1.8. BECS partner RTO annual AQTF audit relating to BECS course/s</p>
STEP 2 Analysis	<p>2.1. When feedback is received it is evaluated to identify strengths and weaknesses, gaps in training and changes needed.</p> <p>2.2. The Managing Director of BECS completes a 'CI request' form. This form identifies the policy, procedure or training resource requiring improvement, detailing the improvement requirements, and the confirmation of the implementation of those changes.</p>
STEP 3 Continuous Improvement	<p>3.1. Continuous improvement assures the highest professional levels are maintained in line with the AQTF and industry standard. When feedback has been evaluated strategies will be developed and implemented to maintain all policy and continuous improvement.</p> <p>3.2. The Managing Director of BECS ensures continuous improvement recommendations are complete.</p> <p>3.3. Documentation which has been updated also goes through an upgrade as per Version Control procedures (see POL37)</p> <p>3.4. Completed CI request forms are filed in continuous improvement file.</p>
STEP 4 Record Keeping	<p>4.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p>
STEP 5 Publication	<p>5.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>5.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

EQUAL OPPORTUNITY			POL15
Type of Document:	Policy and Procedure		
Title:	Equal Opportunity		
Document Number:	POL15		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	April 2013
Authorised by:	Managing Director-Veronika Basa	Date:	April 2013
Review Date:	April 2014		
Policy Statement	<p>BECS is committed to equal opportunities principles and has a responsibility to create a learning environment free from discrimination. BECS recognizes that honesty, fairness, mutual respect and the responsible exercise of power are fundamental to achieving equity for all.</p> <p>BECS is committed to providing staff, students, contractors and visitors with an environment free from all forms of unlawful discrimination, harassment, vilification and victimization by:</p> <ul style="list-style-type: none"> • Requiring all staff, students, contractors and visitors to ensure their conduct complies with equity principles outlined in this policy; • Providing an inclusive and flexible environment for students and staff by identifying and removing any remaining systemic barriers to equitable access and participation; • Using non-discriminatory, inclusive language and practices; • Developing plans and facilitating programs to successfully increase access and promote success in education and employment for designated under-represented groups in order to overcome disadvantage; • Ensuring that all BECS students and staff have access to benefits and services in an equitable manner, including assistance to reasonably accommodate a person's disability; • Developing and promoting processes that support the systematic implementation, monitoring, reporting and management of equal opportunity; • Providing effective mechanisms to resolve complaints of unlawful discrimination, harassment, vilification and victimizations. <p>Staff, students, contractors and visitors are required to comply with all procedures made under this policy.</p>		
Scope	Staff, students, visitors and contractors at BECS. This Equal Opportunity Policy applies to all activities of BECS.		
Definitions	Refer to Glossary of Terms		
Related AQTF Standards	Conditions of Registration 3		
4. Policy Purpose	To ensure that BECS complies with relevant State and Territory laws including anti-discrimination, equal opportunity, racial vilification, disability discrimination.		
5. Policy Principles	<p>5.1. Equal Opportunity</p> <p>5.1.1. BECS aims to provide equal opportunity for all employees, contractors and students and ensure that its policies and practices are free from direct or indirect discrimination regardless of, gender, pregnancy, race, marital status, sexuality, age, family responsibilities, disability, transgender, political conviction or religious belief.</p> <p>5.1.2. BECS will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence,</p>		

	<p>victimization, vilification or to deal with it appropriately if it occurs.</p> <p>5.1.3. BECS encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimization, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complainant if necessary.</p> <p>5.1.4. Those responsible for advising, conciliating or investigating a complaint must act fairly and impartially, without bias and avoid any conflict of interest; the respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.</p> <p>5.1.5. Staff, students and contractors involved with BECS' complaint procedures will be treated with respect and courtesy. Enquiries and complaints will be dealt with in a sensitive, equitable and fair manner. All attempts will be made to deal with matters expeditiously while ensuring all parties are provided with sufficient time to prepare or respond.</p> <p>5.1.6. BECS will endeavor to ensure that staff members, students and contractors using these procedures are not victimized. Wherever it is appropriate, steps will be taken to ensure harmonious working relationships during and after conciliation and investigation.</p> <p>5.1.7. BECS encourages the reporting of behaviour that breaches equal opportunity policy, but will not tolerate vexatious or frivolous complaints.</p> <p>5.1.8. BECS acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.</p> <p>5.2. Anti discrimination - In accordance with anti-discrimination legislation in Australia, BECS is committed to assisting members of the EO (Equal Opportunity) groups to overcome disadvantage. EO groups are people affected by past or continuing disadvantage or discrimination:</p> <p>5.2.1. Women;</p> <p>5.2.2. Aboriginal people and Torres Strait Islanders;</p> <p>5.2.3. Members of racial, ethnic, and religious minority groups;</p> <p>5.2.4. People with a disability.</p> <p>5.3. Bullying & Violence - BECS will not tolerate behaviour which is bullying or violent and expects all employees, contractors and students to treat each other with dignity and respect. BECS recognizes bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment. BECS will ensure that complainants of bullying and violence will not be victimized for making a complaint.</p> <p>5.4. Sexual Harassment - BECS will not tolerate behaviour which is considered to be sexual harassment and expects all employees, contractors and students to treat each other with dignity and respect. Sexual harassment may occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student, staff, student-student situations.</p> <p>5.5. Vilification - BECS will not tolerate behaviour which vilifies another person and expects all employees, contractors and students to treat each other with dignity and respect.</p> <p>5.6. Victimization - BECS will not tolerate behaviour of victimization of another person and expects all employees, contractors and students to treat each other with dignity and respect.</p>
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	<p>In order for complaints to be brought forward, complainants must feel secure in the knowledge that BECS' procedures will be followed without fear of detriment. Any complain of victimization will be treated in the same manner as a complaint of discrimination, sexual harassment or vilification.</p> <p>5.7. Responsibilities of Staff, Contractors and Students - BECS employees, contractors and students have the responsibility to:</p> <p>5.7.1. Act to prevent harassment, discrimination and victimization against others;</p> <p>5.7.2. Respect differences among other staff, students and contractors;</p> <p>5.7.3. Treat people fairly, without discrimination, harassment/ victimization;</p> <p>5.7.4. Refuse to join in with these behaviours;</p> <p>5.7.5. Supporting the person in saying no to these behaviours;</p> <p>5.7.6. Acting as a witness if the person being harassed decides to lodge a complaint.</p> <p>If a BECS employee, contractor or student feels harassed, bullied or otherwise a victim of unwelcome behaviour, the employee, contractor or student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive.</p> <p>If the employee, contractor or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Managing Director should be contacted.</p> <p>5.8. BECS Responsibilities - BECS has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for employees, contractors and students. BECS will:</p> <p>5.8.1. Maintain policies and procedures for equal opportunities for all staff, contractors and students;</p> <p>5.8.2. Disseminate policies and procedures to staff, contractors and students as they affect them in their engagement with BECS;</p> <p>5.8.3. Examine all policies and practices, as they affect employees, contractors, members and students to ensure the elimination of discrimination and harassment;</p> <p>5.8.4. Ensure that there is no discrimination against any individual or group of students or staff, in access to facilities, products and services;</p> <p>5.8.5. Educate BECS staff and contractors on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted;</p> <p>5.8.6. Eliminate sexist and other discriminator language from all Institute publications and discourage the use of such language in all printed material and in the speech of its staff, contractors and students;</p> <p>5.8.7. Establish and maintain mechanisms within the Institute to deal with complaints concerning discrimination and sexual harassment.</p> <p>5.9. Prevention of Harassment, Vilification and Bullying - BECS has policies and procedures in place for the prevention of harassment, vilification, victimization and bullying.</p> <p>5.9.1. BECS is committed to providing an environment which recognizes and respects the diversity of employees, consultants and participants, and free from harassment, vilification and bullying and supports the rights of all employees, contractors and students to work and study in a safe and healthy environment free from such behaviour.</p> <p>5.9.2. BECS recognizes that harassment, vilification and bullying demeans and infringes the rights of individuals and groups, damaging the work and study environment.</p> <p>5.9.3. BECS recognised the rights of participants, staff and consultants to</p>
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	<p>study and work in an environment which is free from harassment, discrimination or threatening behaviour. Harassment, vilification and bullying will not be tolerated at BECS. This right is accompanied by everyone's responsibility to: respect the rights of others, difference and diversity, and people's rights to privacy and confidentiality.</p> <p>5.9.4. Participants have a responsibility to observe site rules or behaviour guidelines set by Trainers/Assessors or other BECS, representatives; behave in a manner that does not interfere with the learning of others; and conduct themselves in a responsible manner while in training.</p> <p>5.9.5. The rights of participants to have their say are balanced with the responsibility to listen to others and allow others to have their say.</p> <p>5.10. Disability - Where reasonable and reasonably practicable, adjustments will be facilitated. There may however be circumstances where it will not be reasonable or reasonably practicable to accommodate those proposals and where some other adjustment or treatment may be justified in line with statutory provision and the AQTF.</p> <p>5.11. Criminal behaviour - Certain acts of sexual harassment may constitute a criminal offence. Physical molestation or assault, indecent exposure, obscene communications (including email), sexual assault, rape and stalking can be pursued with the police and BECS will support a complainant who wishes to report a complaint.</p> <p>5.12. Academic Integrity – the Academic Integrity Policy and Procedure (POL15A) clearly states BECS expectations of all students' academic accepted standards in their study of work and assessment submissions. When it is identified that a student committed an academic misconduct this policy and procedure is intended to provide direction.</p> <p>5.13. General Misconduct - The general Misconduct Policy and Procedure (POL15B) provides a definition of misconduct and several types of discrimination, as such, there can be no misunderstanding of students' roles and responsibilities relating to their general conduct while studying with BECS.</p> <p>5.14. Suspension and Expulsion Policy and Procedure - BECS has the responsibility to provide a safe learning environment to all students and staff, and recognise excellence in good behaviour and academic performance. When guidelines about what constitutes misconduct, unacceptable behaviour, or poor academic progress are not followed students may be suspended or expelled from a Unit/Course in line with the Suspension and Expulsion/Exclusion Policy and Procedure (POL15C).</p> <p>5.15. Complaints - All complaints of discrimination will be treated seriously and investigated promptly, confidentially and impartially in line with Complaints/Grievance Policy and procedure (POL10) and a formal grievance policy exists for Employees, contractors or students who wish to make a complaint related to Equal Opportunity or are the victim of harassment, vilification or bullying.</p>
<p>6. Supporting Documentation</p>	<p>Policy and Procedures</p> <p>6.1. POL15A Academic Integrity Policy and Procedure</p> <p>6.2. POL15B General Misconduct Policy and Procedure</p> <p>6.3. POL15C Suspension and Expulsion Policy and Procedure</p> <p>Forms</p> <p>6.4. F15-01 - Student Code of Conduct</p> <p>6.5. F15-02 - Staff Code of Conduct</p> <p>6.6. F15-03 - BECS Code of Practice</p>

PROCEDURE	
Equal Opportunity	15 - 01
<u>STEP 1</u>	<p>1.1. BECS has adopted a model of dispute resolution which recognizes that in some circumstances it may be best for an individual to act to resolve the grievance by discussing it with the person concerned. If this is not appropriate, or has proved unsuccessful, a method of resolving complaints through discussion and cooperation will be made available, which aims to assist the parties to reach agreement on an acceptable outcome. In addition, a process for determining a formal complaint is provided should conciliation be inappropriate or proves to be unsatisfactory.</p> <p>1.2. The resolution process follows Academic Integrity Policy and Procedure (POL15A), General Misconduct Policy and Procedure (POL15B), and Suspension and Expulsion Policy and Procedure (POL15C).</p>
<u>STEP 5</u> Record Keeping	<p>5.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p>
<u>STEP 6</u> Publication	<p>6.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>7.3. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

ACADEMIC INTEGRITY		POL15A	
Type of Document:	Policy and Procedure		
Title:	Academic Integrity		
Document Number:	POL15A		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Related AQTF Standards	Standards 2.3 & 3.1 Conditions of Registration 3		
Policy Statement	<p>Academic honesty is a fundamental principle of BECS. BECS is devoted to the pursuit of excellence in teaching, and to respecting the value and dignity of each person. Conduct which breaches academic honesty attacks the integrity of learning and scholarship, contravenes academic values of respect for knowledge, scholarship and scholars, and represents a form of fraud. BECS acknowledges that work submitted by students for assessment as part of their studies must be their own work. Where a student incorporates material/s from other secondary sources in their submitted work in order to support their research or arguments, the reference to these sources must be clear and unambiguous.</p> <p>BECS expects all students to conduct themselves honestly, ethically and in accordance with accepted standards in their study of work and to submit their own work for assessment.</p> <p>This policy:</p> <ul style="list-style-type: none"> • Formalises the approach BECS will utilise towards addressing academic integrity, including plagiarism and the management of alleged cases; • Provides a definition of academic misconduct and plagiarism, thus there can be no misunderstanding as to the student's roles and responsibilities relating to their academic conduct while studying with BECS; • Addresses the issue of alleged and proven misconduct with respect to the ownership or authorship of intellectual property or the failure to provide due acknowledgement of the ownership or authorship of the intellectual property of others; • Is consistent with expectations of ethical academic conduct. This statement form part of BECS broader strategy of promoting excellence, rewarding good performance, and managing inappropriate student conduct. <p>BECS takes into account two parameters: frequency (initial and/or repeated academic misconduct) and severity (significant and/or minor academic misconduct).</p>		
Definitions	Refer to Glossary of Terms		
5. Policy Purpose	To have a framework and direction which BECS follows when it is identified that a student has cheated or committed an academic misconduct.		
6. Policy Scope	6.1. This policy applies to all BECS students. When determining the management of academic misconduct, including plagiarism.		
7. Policy Principles	<p>BECS acknowledges that work submitted by students for assessment as part of their studies must be their own work. Where a student incorporates material/s from other secondary sources in their submitted work in order to support their research or arguments, the reference to these sources must be clear and unambiguous.</p> <p>7.1. Legitimate Co-operation - In some courses/units students may legitimately co-operate and collaborate on a project, scenario or case</p>		

	<p>discussions, sharing materials or data collected and discussing the interpretation of such material.</p> <p>Examples of legitimate co-operation and collaboration:</p> <p>7.1.1. Informal study/discussion groups;</p> <p>7.1.2. Discussion of general themes and concepts;</p> <p>7.1.3. Interpretation of assessment criteria; or</p> <p>7.1.4. Strengthening and development of academic writing and/or study skills through peer assistance.</p> <p>7.2. Forms of Academic Dishonesty</p> <p>7.2.1. Plagiarism (unauthorized copying from another source) - BECS defines plagiarism as a piece of writing/software/other work that has been copied from someone or somewhere else and is presented as being the student's own work. It can range from failure to use proper citations to cheating, and can be committed unintentionally or with planned deliberation.</p> <p>Group work and legitimate co-operation do not <i>per se</i> constitute plagiarism, but students operating as a group must adhere to the instructions provided in their course outlines regarding collaboration in assessment items.</p> <p>In the preparation of work submitted to meet course requirements, students must take great care to distinguish their own ideas and language from information derived from other sources. These include published primary and secondary materials, the Internet and information and opinions gained directly from other people. Whenever ideas or facts are derived from a student's reading and research, that material must be cited properly.</p> <p>In general students should provide references in the following circumstances:</p> <p>7.2.1.1. Direct quotation: whenever another author is quoted <i>verbatim</i> (i.e. word by word) by a phrase, a sentence or a paragraph, the words should be placed in single quotation marks and their source to be identified.</p> <p>7.2.1.2. Paraphrasing: whenever another person's words are summed up in the student's own words, they should be identified through an appropriate reference, e.g. Bernard and Goodyear stated ...</p> <p>7.2.1.3. Multiple summation: similar to paraphrasing, it involves the summary of several authors' works into a single paragraph in the student's words, e.g. M. Carroll and B. Proctor stated ...</p> <p>7.2.1.4. Statistics: indicate the sources of any statistics used in an assignment or project, e.g. Bureau of Meteorology (2004)</p> <p>7.2.1.5. Controversial facts: acknowledge the source since it is not a commonly accepted historical fact, e.g. there are different definitions but each have some common factors (Bernard and Goodyear 1998).</p> <p>BECS will not accept work that has been plagiarized. It is the student's responsibility to learn the accepted forms of citation. Students who are unsure of the acceptable standards should speak with their trainer/ assessor before beginning their research on assignments and projects.</p> <p>7.2.2. Collusion (unauthorized co-operation or collaboration) - Collusion is a specific type of plagiarism that occurs when two or more</p>
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	<p>students present joint work as if it is their own, independent work. Group work can only be acceptable when it is sanctioned by the trainer/assessor/course coordinator. However, it is not acceptable for members of a group to submit identical answers to assignments/projects by simply copying the work done as a group.</p> <p>With the above exceptions, all assignments and projects must be submitted individually and the assessor/examiner is entitled to consider identical layout, identical mistakes, identical argument and identical presentation as evidence of collusion. Students are advised that their assessment items may be vetted for collusion using text comparison software.</p> <p>7.2.3. Cheating</p> <p>7.2.3.1. Collaboration in the completion of written assignments and projects is prohibited unless explicitly permitted in the Course Outline. Students must acknowledge any collaboration and its extent in all submitted assessment.</p> <p>7.2.3.2. Students may not copy another student's assignment or project, computer program or parts of a program, or any part of another student's assessment paper.</p> <p>7.2.3.3. It is expected that all work submitted for a course will have been done solely for that course. A student may not submit the same or similar work to any other course without the prior written permission of the relevant trainer/assessor/course coordinator.</p> <p>7.2.3.4. Students who are found guilty of cheating will be dealt with severely by BECS.</p> <p>7.3. Failure to Comply with Standards for Academic Honesty</p> <p>Failure to comply with standards for academic honesty may lead to:</p> <p>7.3.1. Being deemed NYC in a unit of competency.</p> <p>7.3.2. When an allegation is made against a student by a teacher or an Invigilator, the Managing Director (delegated nominee) will:</p> <p>7.3.2.1. Conduct an investigation and make a decision within two (2) weeks.</p> <p>7.3.2.2. On a confirmed case of dishonesty, will take action:</p> <p>7.3.2.2.1. Re-submission of work,</p> <p>7.3.2.2.2. Undertaking another form of assessment,</p> <p>7.3.2.2.3. Apply a NYC mark to the work or to the unit,</p> <p>7.3.2.2.4. Have the student's enrolment terminated.</p>
<p>8. Supporting Documentation</p>	<p>Policy and Procedures</p> <p>5.2. POL15 Equal Opportunity Policy and Procedure</p> <p>5.3. POL15C Suspension and Expulsion Policy and Procedure</p> <p>Forms</p> <p>5.4. F15-01 - Student Code of Conduct</p> <p>5.5. F15-02 - Staff Code of Conduct</p> <p>5.6. F15-03 - BECS Code of Conduct</p>
PROCEDURE	
Academic Integrity	15A
<p>STEP 1 Self Check</p>	<p>Students are advised to use any available Plagiarism Detection Software AT Universities OR TAFE Colleges to check their assignments for plagiarism prior to submitting their assessment tasks.</p>

<p>STEP 2 Detection and if Appropriate Investigation</p>	<p>2.1. Where a trainer/assessor believes that academic misconduct has occurred, they may only act upon such a belief where there is concrete evidence of academic misconduct. The trainer/assessor will consult with the Managing Director of BECS on actions to be taken on each case.</p> <p>2.2. BECS may approach a University or a TAFE College to use their Plagiarism Detection Software to assist BECS in detecting alleged cases of plagiarism.</p> <p>2.3. No assumption of academic misconduct may be acted upon without clear and documented evidence of the intellectual property plagiarized and/or other types of academic misconduct and how it is manifested in a student's work.</p> <p>2.4. The assessor is to interview the student to clarify details.</p>
<p>STEP 3 Reporting and Recording</p>	<p>3.1. The trainer/assessor must present a written report to the Managing Director of BECS, who will</p> <p>3.1.1. Review the evidence and monitor what occurs subsequently to ensure that the rights and confidentiality of all parties are upheld and that due process is followed,</p> <p>3.1.2. Record the report and the actions taken in the student's file,</p> <p>3.1.3. Check the relevant student records to ascertain whether the student has been previously found guilty on academic misconduct.</p>
<p>STEP 4 Review and Adjudication</p>	<p>4.1. The trainer/assessor and the Managing Director of BECS will review the alleged academic misconduct to determine its severity. If in agreement, a decision will be made to the precise nature of the academic misconduct, its severity and whether it is a repeat occurrence</p> <p>4.2. The Managing Director of BECS has the final decision.</p>
<p>STEP 5 Penalty</p>	<p>5.1. Intention of Academic Misconduct - Where the trainer/assessor determines that a student has the intention to engage in academic misconduct, they may use their discretion if the matter of the student misconduct can be managed with a verbal warning to the student to change their behaviour and/or surrendering any unauthorized materials.</p> <p>5.2. Initial and Minor Academic Misconduct - The penalty is to deem the student as NYC for items of assessment. The degree of academic misconduct should be considered when applying the penalty and any mark awarded is to be based on the content of the submitted work that has not been part of the academic misconduct. The penalty is reported to the Managing Director of BECS. The offending assessment will be returned to the student together with a letter of warning, signed by the Managing Director of BECS and informing the student that a subsequent finding of academic misconduct may result in a NYC result of a unit of study or expulsion. This letter will include a statement that as student should undertake relevant reading including a review of the academic writing guide to ensure the student understands the value of academic honesty.</p> <p>5.3. Initial and Significant Academic Misconduct - The penalty is to deem the offending assessment NYC. The penalty will be reported to the Managing Director of BECS. A letter of warning, signed by the Managing Director of BECS will be sent to the student, informing them that a subsequent finding of academic misconduct may result in a NYC result of a unit of study or expulsion. This letter will include a statement that as student should undertake relevant reading including a review of the academic writing guide to ensure the student understands the value of academic honesty.</p> <p>5.4. Repeated and Minor Academic Misconduct - The penalty for the second</p>

	<p>instance for academic misconduct deemed as minor is to deem the offending assessment NYC. A letter of warning, signed by the Managing Director of BECS will be sent to the student, informing the student that a subsequent finding of minor or significant academic misconduct will result in a NYC result of a unit of study or expulsion. This letter will include a statement that as student should undertake relevant reading including a review of the academic writing guide to ensure the student understands the value of academic honesty.</p> <p>A third instance of academic misconduct deemed as minor will be processed in line with the <i>Repeated and Significant Academic Misconduct</i>.</p> <p>5.5. Repeated and Significant Academic Misconduct - Where the Managing Director of BECS is of the opinion that the offence warrants expulsion, the penalty will be a NYC mark of the relevant unit and expulsion from the course, in line with BECS Suspension and Expulsion Policy and Procedure (POL15C). The Managing Director of BECS issues an 'Expulsion Letter' to the student.</p> <p>Expulsion here means exclusion from BECS course for a period of 2-years. The Managing Director of BECS (delegated nominee) may decide that the student should be deemed NYC for the unit and be put on probation for 2-years. If the student is found to have committed a significant academic misconduct once more during this period, than expulsion will be automatic.</p>
STEP 6 Appeal	<p>1.5. A student may appeal the decision of the Managing Director of BECS and lodge a formal academic complaint/grievance or appeal as per the Complaint /Grievance (POL10) and Appeals (POL04) Policies and Procedures.</p> <p>1.6. The outcome of the grievance as per this procedure will be final.</p>
STEP 7 Record Keeping & Confidentiality	<p>7.1. The original records of all of the above activities handled under this procedure and their outcomes shall be sent to BECS partner RTO and copies kept by BECS.</p> <p>7.2. All complaints and/or appeal records will be treated as confidential and will be covered by BECS Privacy Policy and Procedure (POL31).</p>
STEP 8 Publication	<p>8.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>8.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

GENERAL / (NON-ACADEMIC) MISCONDUCT		POL15B	
Type of Document:	Policy and Procedure		
Title:	General/Non-Academic Misconduct		
Document Number:	POL15B		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is required to comply with relevant State and Territory laws including anti-discrimination, equal opportunity, racial vilification, disability discrimination.</p> <p>This policy underscores BECS position to ensure that students' educational experience at BECS is hallmarked by a cooperative learning environment free of harassment and discrimination by providing a definition of misconduct and several types of discrimination and thus there can be no misunderstanding of students' roles and responsibilities relating to their general conduct while studying with BECS.</p> <p>The Managing Director of BECS will enforce this policy in a fair and proper manner with due regard to the rights of each party involved in any action. Once a matter has been dealt with under this policy it should have no influence on any other matters between BECS and the person concerned. The policy will be applied from the Organisation to the person. It is not to be used against a group of people as a single entity.</p>		
Policy Scope	This policy applies to all BECS employees, contract workers, agents, employment position applicants, enrolled at and prospective students of BECS.		
Definitions	Refer to Glossary of Terms		
Related AQTF Standards	Conditions of Registration 3		
1. Policy Purpose	To ensure that BECS has frameworks/procedures that underscores BECS position to ensure that students' educational experience at BECS is hallmarked by a cooperative learning environment free of harassment and discrimination.		
2. Principles	<p>2.1. BECS operates with the philosophy of providing an environment of mutual respect, co-operation, and understanding, and recognise excellence and good behaviour. As such, guidelines must provide students with information about what constitutes misconduct or unacceptable behaviour. The procedures also ensure instances of alleged misconduct are handled swiftly and fairly with students having resources to an appeal process. BECS reserves the right to involve law enforcement agencies for matters of serious misconduct (e.g. assault, drug use, theft and property damage).</p> <p>2.2. BECS ensures that its practices, policies and procedures are free from direct or indirect discrimination on all relevant legislative grounds as per BECS Access and Equity Policy and Procedure (POL01).</p> <p>Examples of student misconduct:</p> <p>2.3. <i>Unlawful sexual harassment</i> include but is not limited to:</p> <p>2.3.4. Pressure or demand for dates or sexual favours,</p> <p>2.3.5. Unnecessary familiarity</p> <p>2.3.6. Unwanted physical contact (e.g. touching or fondling),</p> <p>2.3.7. Offensive telephone calls, emails or SMS messages,</p> <p>2.3.8. Offensive sexual gestures,</p>		

	<p>2.3.9. Unwelcome comments or questions about a person’s sex life</p> <p>2.3.10. Display or circulation of sexual material, magazines or posters, or</p> <p>2.3.11. Sexual assault, jokes or innuendo</p> <p>2.4. Unlawful racial harassment include, but are not limited to:</p> <p>2.4.4. Verbal abuse or comments that put down or stereotype people because of their race, sexuality, pregnancy, disability, etc.</p> <p>2.4.5. Jokes based on race, sexuality, pregnancy, disability, etc.</p> <p>2.4.6. Mimicking someone’s accent or habits of someone with a disability.</p> <p>2.4.7. Offensive gestures based on race, sexuality, pregnancy, disability, e</p> <p>2.4.8. Ignoring or isolating a person or group because of their race, sexuality, pregnancy, disability, etc.</p> <p>2.4.9. Display or circulation of racist or other offensive materials.</p> <p>2.5. General Misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals a property of BECS or the property of others; alters/defaces BECS documents or records; prejudices the good name of BECS, or otherwise acts in an improper manner:</p> <p>2.5.1. Contravenes any rules or acts;</p> <p>2.5.2. Prejudices the good name or reputation of BECS;</p> <p>2.5.3. Prejudices the good order and governance of BECS or interferes with the freedom of other people to pursue their studies, carry out their functions;</p> <p>2.5.4. Fails to comply with conditions agreed in the contract;</p> <p>2.5.5. Wilfully disobeys or disregards any lawful order or direction from BECS personnel;</p> <p>2.5.6. Refuses to identify him or herself when lawfully asked to do so by an officer of BECS;</p> <p>2.5.7. Fails to comply with any penalty imposed for breach of discipline;</p> <p>2.5.8. Misbehaves in a class, meeting or other activity under the control or supervision of BECS, or on BECS premises or other premises to which the student has access as a student of BECS;</p> <p>2.5.9. Obstructs any member of staff in the performance of their duties;</p> <p>2.5.10. Acts dishonestly in relation to admission to BECS;</p> <p>2.5.11. Knowingly makes any false or misleading representation about things that concern the student or breaches any of BECS rules;</p> <p>2.5.12. Alters any documents or records;</p> <p>2.5.13. Harasses or intimidates another student, a member of staff, a visitor to BECS, or any other person while the student is engaged in study or other activity as a BECS student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;</p> <p>2.5.14. Breaches any confidence of BECS;</p> <p>2.5.15. Misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from BECS premises while acting as a BECS student, in a manner which is illegal or which is or will be detrimental to the rights or property of others;</p> <p>2.5.16. Steals, destroys or damages a facility or property of BECS or for which BECS is responsible; or</p>
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	<p>2.5.17. Is guilty of any improper conduct.</p> <p>2.6. Compassionate or compelling circumstances:</p> <p>2.6.1.1.1. Severe depression or psychological issues,</p> <p>2.6.1.1.2. Is at risk of committing a criminal offence,</p> <p>2.6.1.1.3. Has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others.</p> <p>2.7. Where the breach falls within the scope of State or Commonwealth laws, those laws shall be followed in regard to reporting the alleged offence/s.</p> <p>2.8. These rules do not override any laws, regulations or conditions imposed by a Registering body or Government body.</p>
3. Supporting Documentation	<p>Policies:</p> <p>3.5. POL15 - Equal opportunity Policy and Procedure</p> <p>3.6. POL15B - Academic Integrity Policy and procedure</p> <p>3.7. POL15C - Suspension and Expulsion Policy and Procedure</p> <p>Forms:</p> <p>3.8. F15-01 - Student Code of Conduct</p> <p>3.9. F15-02 - Trainer/Assessor Code of Conduct</p> <p>3.10. F15-03- BECS Code of Conduct</p> <p>3.11. AQTF Essential Conditions and Standards for Continuing Registration</p>

PROCEDURE

General /Non-Academic Misconduct

15A

During all stages of the General Misconduct Procedure, BECS will take all reasonable steps to ensure that all students and staff involved will not be victimised or discriminated against. The reason and full explanation in writing for decisions and actions taken will be provided to both the complainant and respondent at every stage of the grievance process if requested. There is no cost to the complainant for utilising this grievance procedure.

Harassment and Antidiscrimination

BECS will treat any reports and complaints of harassment and unlawful discrimination seriously. All staff has the responsibility that this policy is adhered to and in taking appropriate action in circumstances where they become aware of existing or possible harassment or unlawful discrimination.

Staff or students may also refer their complaints harassment and unlawful discrimination to an external body such as the Antidiscrimination Board of NSW or the Human Right and equal opportunity Commission at any time. At any stage, strategies used to solve the grievance include but not limited to mediation, counselling, or conciliation meetings between the parties.

STEP 1 Informal Discussion	<p>Students are encouraged initially to attempt to resolve the grievance informally by following the steps below:</p> <p>1.1. Talking directly with the person concerned to resolve the problem,</p> <p>1.2. Seeking the assistance of the Managing Director of BECS (or delegated nominee).</p> <p>If the grievance remains unresolved or if an informal discussion is not appropriate the student has access to the following grievance procedures which is published in the Student handbook and BECS website.</p>
STEP 2 Detection and Where Appropriate Investigation	<p>Where a trainer/assessor believes that general misconduct has occurred, they may only act upon such a belief where there is concrete evidence of general misconduct and/or witnesses. The trainer/assessor will interview student/s involved to clarify details.</p>
STEP 3 Reporting and Recording	<p>3.2. The trainer/assessor must present a written report to the Managing Director of BECS who will:</p> <p>3.2.1. Review the evidence and monitor what occurs subsequently to ensure that the rights and confidentiality of all parties are upheld and that due process is followed,</p> <p>3.2.2. Record the report and the actions taken in the student's file,</p> <p>3.2.3. Check the relevant student records to ascertain whether the student has been <u>previously found guilty on general misconduct.</u></p>
STEP 4	<p>4.1. The trainer/assessor and the Managing Director of BECS will review the</p>

Review and Adjudication	alleged general misconduct to determine its severity. If in agreement, a decision will be made as to the precise nature of the general misconduct, its severity and whether it is a repeat occurrence of general misconduct. 4.2. BECS Managing Director has the final decision.
STEP 5 Penalty	5.1. Intention of General Misconduct - Where a lecturer/ staff member determines that a student has the intention to engage in general misconduct, they may use their discretion if the matter of the student misconduct can be managed with a verbal warning to the student to change their behaviour and/or surrendering any unauthorized materials. 5.2. Initial and Minor General Misconduct - Students who receive two or more verbal warnings or where the trainer/assessor member determines the student's misconduct cannot be managed with a verbal warning, they will be required to report to the Managing Director of BECS and recommend further disciplinary action/s. BECS Managing Director will take further actions to solve the matter: 5.2.1. To students to whom this is their first visit to the Managing Director of BECS, a first official written warning signed by the Managing Director of BECS is given to the student with a copy filed in the student's file. 5.2.2. To students to whom this is not their first visit to the Managing Director of BECS, other action may be required (e.g. a learning contract, regular reporting. Actions to be taken will be documented and given to the student with a copy filed in the student's file. A letter of warning signed by the Managing Director of BECS will be sent to the student informing the student that a subsequent finding of a minor or significant general misconduct may result in suspension or expulsion. 5.3. Initial and Significant or Repeated General Misconduct - Where trainer/assessor and/or the Managing Director of BECS determines that the student's misbehaviour goes beyond that which can be managed by a warning or other action listed above, the trainer/assessor and/or the Managing Director of BECS will activate BECS Complaint handling process. At this point, penalties available for BECS include suspension or exclusion in line with Suspension and Expulsion Policy and Procedure (POL15C).
STEP 6 Appeal	A student may appeal the decision of the Managing Director of BECS (or the delegated nominee) and lodge a formal non- academic complaint or appeal, as per Appeals Policy and Procedure (POL04).
STEP 7 Record Keeping & Confidentiality	7.1. The original records of all activities handled under this procedure and their outcomes shall be sent to BECS partner RTO and copies kept by BECS. 7.2. All records relating to complaints/grievances and appeals will be treated as confidential as per Privacy Policy and Procedure (POL30).
STEP 8 Publication	8.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS. 8.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

SUSPENSION AND EXPULSION/ EXCLUSION		POL15C	
Type of Document:	Policy and Procedure		
Title:	Suspension and Expulsion/Exclusion		
Document Number:	POL015C		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Related AQTF Standards	Conditions of Registration 3		
Policy Statement	<p>BECS has a desire and a responsibility to provide a safe learning environment to all of its students and staff, and recognise excellence in good behaviour and academic performance. When guidelines about what constitutes misconduct, unacceptable behaviour, or poor academic progress are not followed students may be suspended or expelled from a Unit of Study/ Course.</p> <p>BECS may suspend a student or recommend expulsion as part of the Student Academic Progression Review Policy and Procedure (POL16B), Academic Integrity Policy and Procedure (POL15B), or the General Misconduct Policy and Procedure (POL15A).</p>		
Scope	This policy applies to all students enrolled with BECS		
Definitions	Refer to Glossary of Terms		
1. Policy Purpose	<p>To:</p> <p>1.1. Outline the process for any students suspended or expelled from BECS Course.</p> <p>1.2. Provide for the administration of suspension and expulsion.</p>		
2. Principles	<p>BECS operates with the philosophy of providing an environment of mutual respect, co-operation, and understanding. The following principles underpin this policy:</p> <p>2.1. BECS reserves the right to temporary suspend or expel a student from a Unit of Study or Course as part of the Academic Progression Review Policy and Procedure (POL16B) , Academic Integrity Policy and Procedure (POL15B), or the General Misconduct Policy and Procedure (POL15A).</p>		
3. Supporting Documentation	<p>Policies:</p> <p>3.1. POL15 - Equal opportunity Policy and Procedure</p> <p>3.2. (POL15B) - General Misconduct Policy and Procedure</p> <p>3.3. (POL15A) - Academic Integrity Policy and Procedure</p> <p>3.4. (POL16B) - Academic Progression Review Policy and Procedure</p> <p>Forms:</p> <p>3.5. F15-01 - Student Code of Conduct</p> <p>3.6. F15-02 - Trainer/Assessor Code of Conduct</p> <p>3.7. F15-03- BECS Code of Practice</p> <p>3.8. F03-01 - Appeals lodgement form</p> <p>3.9. F10-01 - Grievance lodgement form</p> <p>3.10. AQTF Essential Conditions and Standards for Continuing Registration</p>		

PROCEDURE	
Suspension	15C - 01
STEP 1 Detection, Investigation, and Informing	Where BECS is of the opinion that a student should be temporary suspended from a course or Unit of study, the student will be informed in writing. The letter will: 1.1. Specify dates for suspension and the date when a student should return to studies; 1.2. Details on how the student is expected to maintain course progression during the period of suspension.
STEP 2 Notification	2.1. If the student is suspended for a time period linked to an event as indicated in the related policy listed in 1.2 above, The Managing Director of BECS notifies the student in writing and via phone/email when the decision has been made and the period of suspension has been ended as per the related policy and procedure. 2.2. In instances where the student fees were paid by Organisation, the Organisation will also be notified.
STEP 3 Recording	3.1. The Managing Director of BECS (or delegated nominee) will enter details of suspension in student's file.
Expulsion	
15C - 02	
STEP 1 Detection, Investigation,	Where the Managing Director of BECS is of the opinion that the student should be expelled the penalty will be: 1.1. Expulsion from the course and results based on academic progress completed for the study term. 1.2. The student should be put on probation for 2-years. 1.3. If the student is found to have committed significant general misconduct once more during this period, then expulsion will be automatic.
STEP 2 Notification of Outcome	BECS will issue one of the following: 2.1. If the student is expelled, BECS will issue and Expulsion Letter to the student, outlining the decision. 2.2. If the student is not expelled, BECS will issue an Outcome Letter to the student, outlining the decision.
STEP 3 Appeal	A student may appeal a decision of suspension or expulsion by: 3.1. Lodging a formal non-academic grievance as per the Complaint/Grievance (POL10) and Appeals (POL04) Policies and Procedures for suspension or expulsion, as a result of General Misconduct Policy and Procedure (POL15A); or 3.2. Lodging a formal academic grievance as per the Complaint/Grievance Policy and Procedure (POL10) for suspension or expulsion, as a result of the Academic Progression Policy and Procedure (POL16B) or Academic Integrity Policy and Procedure (POL15B). 3.3. The outcome of the grievance as per this procedure will be final.
STEP 4 Record Keeping	4.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.
STEP 5 Publication	5.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS. 5.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

EVALUATION AND FEEDBACK			POL16
Type of Document:	Policy and Procedure		
Title:	Evaluation and Feedback		
Document Number:	POL16		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to providing quality training and assessment in accordance with the Australian Quality Training Framework (AQTF). As such, BECS is required to collect and analyse stakeholder feedback and satisfaction data on services it provides. BECS is committed to providing the best practice, professional products and services to its clients and acknowledges it can only succeed in this with effective and efficient quality processes in place:</p> <ul style="list-style-type: none"> • Collect and analyse feedback and satisfaction data from all stakeholders regarding all training and assessment services it provides. • Use information gathered from stakeholders regarding training and assessment services through its continuous improvement processes to review policies and procedures. • Inform BECS partner RTO of all activities and their outcomes above. 		
Related AQTF Standards	Standards 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.1		
1. Policy Purpose	<p>To ensure that the evaluation of training service will:</p> <ol style="list-style-type: none"> 1.1. Ascertain a satisfaction rating and student feedback ; 1.2. Determine effectiveness of the trainer; 1.3. Identify training needs; 1.4. Identify strengths, opportunities, weaknesses and threats of training services. 		
2. Policy Principles	<ol style="list-style-type: none"> 2.1. Evaluation will be conducted on 3 levels: <ol style="list-style-type: none"> 2.1.1. Level 1 – Learner evaluation: <ol style="list-style-type: none"> 2.1.1.1. Class/Practicum Evaluation after completion of classes. 2.1.1.2. Assessment Evaluation/Feedback after completion of assessment. 2.1.1.3. Course Evaluation after completion of course. 2.1.1.4. Exit Survey (when a student exits a course). 2.1.1.5. Continuous improvement request. 2.1.2. Level 2 – Relevant industry representatives and Annual reviews: <ol style="list-style-type: none"> 2.1.2.1. Course review survey by course participants. 2.1.2.2. Course review survey by Industry. 2.1.3. Level 1 – Level 3 – Employer evaluation (where applicable). 2.2. All courses will be evaluated at least to level 3. 2.3. Level 3 evaluation will be conducted periodically as applicable. 2.4. All feedback will be considered and implemented as changes as deemed appropriate by the Managing Director of BECS. <ol style="list-style-type: none"> 2.4.1. Informs BECS partner RTO of all activities and their outcomes above. 		
3. Supporting Documentation	<p>Forms:</p> <ol style="list-style-type: none"> 3.1. F16-01 Learner course survey/questionnaire 3.2. F16-02 Learner workshop survey/questionnaire 3.3. F16-03 Employer Questionnaire 3.4. F16-04 Industry review (Validation of T&A) 3.5. F16-05 Course survey annual review 		

<p>3.6. F16-06 Trainer Evaluation Form 3.7. F16-07 Assessor Evaluation Form 3.8. F16-08 Exit Evaluation Form 3.9. F09-01 Continuous Improvement request 3.10. F10-02 Course booking form 3.11. Evaluation and feedback file</p>
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PROCEDURE

Evaluation and Feedback	16 - 01
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Preliminary	Evaluation of the training program is a continuous process involving participants, trainers & assessors, industry and all other stakeholders.
<u>STEP 1</u> Learner Feedback (Level 1 – Learner Evaluation)	<p>1.1. Learner Workshop Evaluation Sheet</p> <p>1.1.1. When a student completes the classes and/or practicum, he/she will be requested to complete the Learner Class-Practicum Evaluation Form (F16-02).</p> <p>1.1.2. BECS will collect the data and the results will be recorded in the relevant feedback collection form.</p> <p>1.2. Learner Course Evaluation Sheet</p> <p>1.2.1. When a student achieves competency/completes a course he/she will be requested to complete the Learner Course Evaluation Form (F16-01).</p> <p>1.2.2. BECS will collect the data and the results will be recorded in the relevant feedback collection form.</p> <p>1.3. Exit survey</p> <p>1.3.1. When a student exits from a course (regardless of whether the course has been completed or not) they will be requested to complete the Exit Evaluation Form (F16-07).</p> <p>1.3.2. BECS will collect the data and the results will be recorded in the relevant feedback collection form.</p> <p>1.4. Continuos improvement request</p> <p>1.4.1. A Continuos improvement request form (F09-01), is available to everyone who wishes to give constructive feedback on any part of BECS courses and its operations.</p> <p>1.4.2. BECS will collect the data and results will be recorded in the relevant feedback collection form.</p> <p>1.4.3. The Managing Director of BECS will collate/summarize all feedback, reviewing feedback for trends, patterns, relevance and validity.</p> <p>1.4.4. The Managing Director of BECS will note summarized feedback on Course report and note recommendations for change.</p> <p>1.4.5. The Managing Director of BECS Feeds into Continuous Improvement process.</p> <p>1.4.6. All feedback forms are kept on the Course booking file.</p>
<u>STEP 2</u> (Level 2 – Relevant Industry Representatives and Annual Reviews – Validation of T&A)	<p>2.1. BECS has established a relationship with industry representatives and will liaise with them to ensure training and assessment provided continues to meet industry standards.</p> <p>2.2. To ensure BECS continues to train and assess to industry standards, industry representatives will be invited to participate in Assessment Validation in a form of course review surveys to be conducted annually.</p> <p>2.3. These surveys will be collected and the results entered into the relevant data collection form. The data will be analysed and recommendations for change documented on the Action Form. The managing Director is responsible for final decision and implementation and subsequent review.</p>

	<p>2.4. Determinations will be followed up by Managing Director of BECS</p> <p>2.5. Managing Director of BECS feeds into Continuous Improvement process.</p> <p>2.6. All feedback forms kept on Course booking file.</p>
<p>STEP 3 Level 3 – Employer Evaluation (transfer of Learning to the Workplace), Where Applicable.</p>	<p>3.1. Follow up contact with stakeholders will be made by the Managing Director of BECS on an ad-hoc basis to ascertain how the learning has transferred to the workplace (level 3).</p> <p>3.2. Client meetings may also be organized by the Managing Director of BECS.</p> <p>3.3. The Managing Director of BECS will review feedback for trends, patterns, relevance and validity.</p> <p>3.4. The Managing Director of BECS will note summarized feedback on Course report and note recommendations for change.</p> <p>3.5. Managing Director of BECS Feeds into Continuous Improvement process.</p> <p>3.6. All feedback forms kept on Course booking file</p>
<p>STEP 4 Record Keeping</p>	<p>5.3. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p>
<p>STEP 5 Publication</p>	<p>5.1. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>5.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

STUDENT ACADEMIC/COURSE PROGRESSION REVIEW		POL16B	
Type of Document:	Policy and Procedure		
Title:	Student Academic Progression Review		
Document Number:	POL16B		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorized by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS values the diverse background of students and provides a range of support services to assist students to meet the academic standards that lead to the conferral of a qualification award of the course students are enrolled in. BECS provides students with a training plan for the chosen course at the time of registration and prior to enrolment, which provides details of the units to be undertaken, dates of when these units will be delivered, and the dates of all assessment tasks of each Unit. Students have the primary responsibility for their own academic progress.</p> <p>BECS monitors, records and assesses course progress of each student for the course in which the student is enrolled in. Monitoring student progress is BECS important enabling and proactive strategy to assist students to achieve their learning potential. It also allows BECS for:</p> <ul style="list-style-type: none"> • The early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance; and • Identification of students who continue to make unsatisfactory progress, and to advise those on the suitability of the course in which they are enrolled; <p>BECS has an intervention strategy for any student who is not making satisfactory course progress, made available to staff and students.</p> <p>BECS' intervention strategy:</p> <ul style="list-style-type: none"> • Specifies: <ul style="list-style-type: none"> ○ Procedures for contacting and counselling students; ○ Strategies to assist identified students to achieve satisfactory course progress; ○ The process by which the intervention strategy is activated. • Includes provision for: <ul style="list-style-type: none"> ○ Assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency ○ Advising students, where appropriate, on the suitability of the course in which they are enrolled; <p>If a student is identified for the first time as not making satisfactory course progress, the intervention strategy is implemented. The intervention strategy is activated within the first two (2) weeks of the following study period. If BECS identifies a student who is at risk of making unsatisfactory progress BECS implements its intervention strategy as early as practicable. BECS notifies the RTO systematically of the student's course progress.</p>		
Policy Scope	This policy applies to all BECS staff responsible for recording and monitoring students' academic progress and all students enrolled with BECS.		

<p>1. Policy Purpose</p>	<p>To:</p> <ol style="list-style-type: none"> 1.1. Facilitates the early identification of students whose academic performance is less than satisfactory. 1.2. Establishes guidelines for intervention to ensure such students are provided with knowledge of and access to appropriate learning support, resources and assistance and thus maximize retention rates within course and units of study within the course. 1.3. Identify the rules governing the conditions on the student's continued enrolment and students who continue to make unsatisfactory progress advising them on the suitability of the course in which they are enrolled or exclusion from a learning program
<p>2. Related AQTF Standards</p>	<p>Standards 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.1</p>
<p>3. Principles</p>	<p>BECS will monitor and review student attendance and academic progress on a regular basis and throughout the course.</p> <ol style="list-style-type: none"> 3.1. The review of Student Academic Progression will assist BECS to: <ol style="list-style-type: none"> 3.1.1. Ascertain students academic progression in the course; 3.1.2. Identify students' training/educational needs; 3.1.3. Identify strengths, opportunities, weaknesses and threats to student satisfactory academic progress. 3.1.4. Enable BECS to implement an interventions such as an <i>academic performance improvement plan</i> to help students meet the academic standards that lead to the conferral of a qualification award of the course the student is enrolled in. 3.2. Reviews of student's academic performance and progress are carried out: <ol style="list-style-type: none"> 3.2.1. Through Regular Reviews - at the end of their each Unit of study, as indicated in their Student training Plan. 3.2.2. At any point in a study period throughout the course – where Trainers/ assessors may identify any student they are concerned is academically at risk. The student's record will be reviewed to determine if the student is Academically at Risk. 3.2.3. BECS will introduce guidelines for intervention to ensure such students are provided with knowledge of and access to appropriate learning support, resources and assistance and thus maximize retention rates within course and units of study within the course. 3.3. Definition of unsatisfactory academic performance <ol style="list-style-type: none"> 3.3.1. <i>A</i> - <i>A student will be considered to have unsatisfactory academic performance when one/more of the conditions below are deemed to exist. Such students will be formally declared 'at risk'. These conditions may also provide grounds for advising students, where appropriate, on the suitability of the course in which they are enrolled or exclusion from the learning program.</i> <ol style="list-style-type: none"> 3.3.1.1. Has received an academic penalty of 'Not Assessed (NAS)' mark on at least 50% of assessment tasks in a Unit of study; 3.3.1.2. Has failed to submit 50% of assessments of a Unit of study on due dates and has not shown compassionate or compelling circumstances to explain the reasons why; 3.3.1.3. Has received a final 'Not Yet Competent (NYC)' grade 'in a pre-requisite Unit of study

	<p>3.3.1.4. Has failed to comply with conditions prescribed in an ‘academic performance improvement plan’;</p> <p>3.3.1.5. Has demonstrated that progress through a program will not allow completion in the expected nominal hours of duration for that program and has not shown compassionate or compelling circumstances to explain the lack of progress.</p> <p>3.3.1.6. Has demonstrated that progress through a program will not allow completion of the program in the maximum time allowed for that program;</p> <p>3.3.1.7. Has been observed with behaviours of concerns</p> <p>3.3.2. <i>B - A student is not formally ‘at risk’ (unless conditions described above also apply) but they may benefit from the implementation of an intervention strategy such as an ‘Academic Performance Improvement Plan’ when one/more of the conditions below are deemed to exist. This category does not provide grounds for advising students on the suitability of the course in which they are enrolled in or exclusion from the learning program</i></p> <p>3.3.2.1. Has received an academic penalty of ‘Not Assessed (NAS)’ mark on at least 10% of assessment tasks in a Unit of study;</p> <p>3.3.2.2. Has received a final ‘Not Assessed (NAS)’ grade for an assessment task of a Unit of competency the third time;</p> <p>3.3.2.3. Has failed to submit 50% of assessments on due dates but has shown compassionate or compelling circumstances to explain the reasons why;</p> <p>3.3.2.4. Has constantly requested assessment extension during the course nominal hours and is in danger for not being able to complete the course by the end date of the course;</p> <p>3.3.2.5. Has received a ‘Not Sufficient (NS)’ grade on their first submission of an assessment task and do not resubmit their assessment for reassessment as advised on their Assessment Cover Sheet for the second time;</p> <p>3.3.2.6. Has received a ‘Not Sufficient (NS)’ mark on their re-submission for the third time;</p> <p>3.3.2.7. Has submitted incomplete assessments.</p> <p>3.3.3. <i>Using other risk indicators</i> Nothing in this policy prevents BECS using different criteria to identify additional students who may be at risk of not completing their academic program, and offering support for those students. However a student can only be asked to show cause in accord with this policy.</p> <p>3.4. Responsibilities for Academic Progress</p> <p>3.4.1. BECS expects all students to be committed and take responsibility to their learning and academic progress. Students who have been identified as making unsatisfactory progress, or are at risk of making unsatisfactory progress, are expected to take all possible steps to improve their performance including seeking feedback, using available academic and other support services and participating fully in the development and implementation of BECS</p>
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	<p><i>Academic Performance Improvement Plan.</i></p> <p>3.4.2. BECS expects teaching staff to provide a supportive learning and teaching environment that will enable students to improve their performance where it has been deemed unsatisfactory.</p> <p>3.4.3. BECS will ensure to provide a range of options in academic and other support services to support students in developing specific skills that will assist them to improve their performance and be available to discuss those options with students receiving their at Risk Notifications.</p> <p>3.5. Stages in the management of unsatisfactory academic progress:</p> <p>3.5.1. First Stage: at risk of unsatisfactory progress strategy as described in 'B' above, where a student may benefit from the implementation of an intervention.</p> <p><u>BECS Responsibility:</u></p> <p>3.5.1.1. <i>Initiating an 'Academic Performance Improvement Plan'</i> for all students enrolled in BECS programs who are identified as being at risk of having unsatisfactory academic performance.</p> <p>3.5.1.2. <i>Implementing The 'Academic Performance Improvement Plan'</i> prior to or within the first two weeks of the following compulsory Unit of the course study period.</p> <p><u>Student Responsibility:</u></p> <p>3.5.1.3. Cooperating and following the '<i>Academic Performance Improvement Plan</i>'.</p> <p>3.5.2. Final Stage: established unacceptable academic progress , as described in 'A' above, where a student is identified as having unsatisfactory academic performance.</p> <p><u>BECS Responsibility:</u></p> <p>3.5.2.1. Assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency, or</p> <p>3.5.2.2. Where appropriate, advising students on the suitability of the course in which they are enrolled in and ask to show cause for not excluding them from the learning program.</p> <p><u>Students Responsibility:</u></p> <p>Prepare and lodge the submissions in writing by the date specified in the 'Show Cause Notification' to show cause as to why they should not be excluded from their course of study and include as much relevant information as possible to help BECS reach a decision:</p> <p>3.5.2.3. The reasons for their previous performance, supported by documentary evidence;</p> <p>3.5.2.4. Any remedial action undertaken since they were advised of being at risk; and</p> <p>3.5.2.5. How they intend to improve their academic performance if permitted to continue their studies.,</p> <p>3.6. Notification:</p> <p>3.6.1. First Stage at Risk Notification - Students deemed at risk for the first time will be notified and requested to arrange an interview with</p>
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	<p>BECS when they will be informed of options available for their assistance.</p> <p>3.6.2. Second First Stage at Risk Notification - Students deemed at risk for a second time will be again notified and requested to arrange an interview with BECS, informed of the options available for their assistance, and asked to consult a nominated BECS mentor/ tutor for a period of time.</p> <p>3.6.3. Final Stage Notification - Students deemed to have made <i>unacceptable academic progress</i> will be notified and asked to show cause as to why they should not be excluded from their course of study.</p> <p>3.6.4. At each stage of student notification, in instances where the student fees were paid by Organisation, the Organisation will also be notified.</p> <p>NOTE - A student who is permitted to re-enroll after being asked to show cause may again be notified and asked to show cause if their academic progress is not satisfactory at any time without another First or Second Risk Notification.</p>
4. Supporting Documentation	<p>Policies and Procedures:</p> <p>4.1. POL15C Suspension and Expulsion Policy and Procedure</p> <p>Forms:</p> <p>4.2. F16B-01 Letter of Notification</p>

PROCEDURE

Assessment of the Student Course Progression	16B-01
STEP 1 Assessing Academic Achievement of all Students	<p>1.1. The academic achievement of all students is assessed at the end of each Unit of study period in order to make recommendation relating the student's academic progression. The recommendations may be:</p> <p>1.1.1. Full academic progression, 1.1.2. Conditional Academic Progression, 1.1.3. Unsatisfactory Academic Progression.</p>
STEP 2 Full Academic Progression	<p>2.1. Full academic progression means that: the student is deemed to have made satisfactory academic progress, and will be recommended to full progression to the next Unit of study period.</p>
STEP 3 Conditional Academic Progression	<p>3.1. Conditional Academic Progression means that the student's further academic progression to the next Unit of study will be conditional to undertaking an <i>academic performance improvement plan</i>. This may include but are not limited to:</p> <p>3.1. Repeating the unit of study where academic progress was NYC, 3.2. Re-assessment/s or re-submission/s, 3.3. Supplementary assessment/s, 3.4. Re-negotiation of the Student Training Plan, 3.5. Gap training. Refer to Assessment Policy and Procedure (POL05).</p> <p>3.2. Students given conditional academic progression must start the performance improvement plan by end of the second week of their next Unit of study period. Students will be notified in writing.</p> <p>3.3. Any student recommended for Conditional Academic Progression, will also be reviewed for completion within the expected duration of the course nominal hours, as indicated on the Student Training Plan.</p> <p>3.4. BECS will only extend the duration of a student study if it is clear that the student will not be able to complete the course within the expected</p>

	<p>duration of the course nominal hours due to compassionate or compelling circumstances.</p> <p>3.5. the maximum extension after the end date of the course is eight (8) weeks.</p>
STEP 4-Unsatisfactory Academic Progression / Termination of Enrolment	<p>4.1. Unsatisfactory Academic Progression is defined as one of more of the conditions in 3.3.2B is/are deemed to exist</p> <p>4.2. Termination of Enrolment may occur when one of more of the conditions in 3.3.1A is/are deemed to exist.</p>
STEP 5 Appeal	<p>5.1. If a student does not make Satisfactory Course Progress during two consecutive unit study periods of a course, the student will be informed in writing that they have 20 working days to lodge a complaint or appeal as per Grievance Policy and Procedure (POL11);</p> <p>5.2. Appeals may only be made on the grounds that the decision to exclude was not made in compliance with this Policy and such non-compliance amounted to a serious defect in the decision.</p> <p>5.3. Students who have been excluded from their course of study may appeal on the sole ground that there has been non-compliance with this Policy which amounted to a serious defect in the decision. Appeals may not be made on merit grounds.</p> <p>5.4. Lodge the submission with BECS within 20 business days of the date of the written notification of exclusion.</p> <p>5.5. A student whose enrolment is terminated under this policy may not enroll in the course or any related courses with BECS for a period of 2-years.</p>
STEP 6 Outcomes of Appeal	<p>6.1. If the appeal shows that there was an error in calculation and the student actually made Satisfactory Course Progress, the student may continue with their studies and there is no requirement for intervention.</p> <p>6.2. This appeal is the only and final appeal within BECS.</p> <p>6.3. All other decisions made under this policy are final and students cannot appeal against them.</p>
STEP 7 Record Keeping	<p>7.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p> <p>7.2. Copies of records of all academic progression handled under this procedure shall be maintained for a period of at least 5-years for auditing purposes by the State or Territory Registration Body.</p>
STEP 8 Publication	<p>7.4. These procedures are published for students in BECS Code of Practice at www.becsonline.com.au, accessible to students prior to signing a written agreement with BECS.</p> <p>7.5. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.</p>

FEES, CHARGES, AND REFUNDS			POL19
Type of Document:	Policy and Procedure		
Title:	Fee, Charges and Refunds		
Document Number:	POL19		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Date Due for Review:	January 2014		
Policy Statement	<p>BECS is committed to ensuring clear practices for the administration and implementation of fees, charges, and refunds are in place.</p> <p>In accordance with the requirements of the Australian Quality Training Framework (AQTF), BECS is required to:</p> <ul style="list-style-type: none"> • Implement and maintain procedures for: <ul style="list-style-type: none"> ○ administration and implementation of course fees (how and when fees will be charged for courses, including RPL and assessment); ○ fair and reasonable refund of fees paid; and • Refund fees and charges paid by individuals / clients, where training and assessment activities have not been delivered. <p>Clients must read, understand, and accept the Fees, Charges and Refund Policy that apply to them before completing the enrolment and/or Payment Agreement. Fees payable under a Payment Agreement are payable under installments according to the due date and taking into account any special instructions.</p>		
Policy Scope	The policy applies to fees and charges applicable to the provision of training and assessment with BECS; and to the refund of tuition fees that have been paid to BECS by prospective and current students		
Related AQTF Standards	Conditions of Registration 5		
1. Policy Purpose	<p>BECS makes every effort to ensure potential students are made aware of its Fees, Charges and Refund Policy before accepting a student for enrolment.</p> <p>The purpose of this policy is to ensure that BECS has clear frameworks for the administration and implementation of Fees, Charges and Refund.</p>		
2. Principles	<p style="text-align: right;"><u>FEES AND CHARGES</u></p> <p>BECS will charge a range of Fees and Charges associated with the learning programs of courses and services in relation to market demand.</p> <p>2.1. Administration Fees – These fees are non- refundable, payable at the time of the services and may include but are not inclusive of:</p> <p>2.1.1. Course Registration fees - All students are to pay a non-refundable registration fee to BECS for the course they want to enroll in to enable BECS to process and to assess if the course entry requirements have been met and the student is eligible to enroll in the course and workout a training plan.</p> <p>2.1.2. Course Enrolment fees - Eligibility to enroll into the course will depend on if the course entry requirements have been met. Prior to enrolment, all students are advised to read BECS Fees, Charges, and Refund Policy and Procedure (POL19) and other policies and procedure BECS operates under in BECS Code of Practice at www.becsonline.com.au.</p> <p>All students who meet the course entry requirements are required to have a signed agreement in place prior to commencing classes/course.</p>		

	<p>By completing, signing, and submitting a Course Enrolment the client is agreeing to pay the enrolment fees and fees for their training and assessment, in line with the Enrolment/ Payment Agreement and acknowledge that they have read, understood, and accepted the Fees, Charges and Refund and other policies and procedures in BECS Code of Practice.</p> <p>An invoice will be issued to student/employer as agreed, and all fees are required to be paid by the due date/s.</p> <p>BECS reserves the right of refusal to provide services where fees and any other additional charges associated with the provision of training and assessment services are unpaid despite being advised of the Fees and Charges Policy and Payment Agreement prior to enrolment.</p> <p>2.1.3. Other Administration Fees – relevant to the course enrolled will be charged in line with ‘Table A’ below. These are, but not limited to:</p> <p>2.1.3.1. Return of incomplete/unassessed student work – a fee will be charged for postage and handling</p> <p>2.1.3.2. Change /alteration of enrolment,</p> <p>2.1.3.3. Late marking or assessment re-sit fees,</p> <p>2.1.3.4. Re-issuance of any course resource materials.</p> <p>2.1.3.5. Late or non-payment penalty fee</p> <p>2.1.3.6. Dishonour cheque fees</p> <p>2.1.3.7. Other, as applicable at the time</p> <p>2.2. Resource Materials Fees - The resource materials for a course are designed by and specific to BECS courses. These fees are non-refundable and must be paid at/after enrolment and prior to receipt of the said resources.</p> <p>2.2.1. Customization fees - The Training Plan has been tailored to the specific needs of the workplace/individual and results in additional costs of delivery due to workplace/individual customization or deluxe material charge.</p> <p>2.2.2. Re-issuance of any course resource materials – should a student misplace/lose any of the course resource materials and wishes to re-order them, the student will have to pay for them again.</p> <p>2.3. Class/Mentoring/Tutorial Fees - apply under a fee-for-service arrangement where the primary purpose is to support the mode of the course delivery or assessment. They are negotiated with individual clients and detailed in the Course Information Book at www.becsonline.com.au. These fees are payable prior to or within 7-days after the delivery of the said services.</p> <p>2.4. Unit Assessment Fees - apply under a fee-for-service arrangement where the primary purpose is to assess the competency of each student against the qualification outcome of the student is enrolled in. They are detailed in the Course Information Book at www.becsonline.com.au. These fees are payable prior to or within 7-days after the first assessment of each Unit.</p> <p>2.4.1. Travel and accommodation fees - for Assessor to conduct an on site delivery or assessment will be added to any assessment fees quoted (if applicable).</p> <p>2.5. BECS adjusts its fees and charges from time to time - Changes to fees will be fairly and equitably applied, widely advertised and clearly indicate the date from which the change will be effective.</p>
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- 2.6. **BECS may discount or waive the course fee** - for students (e.g. in cases of financial hardship or as BECS award) at their discretion. When fees are discounted or waived, the client is requested to maintain confidentiality regarding the arrangement. Equally, BECS reassures the client that the discount arrangement will remain confidential and ensures this is the case.
- 2.7. **RPL services / assessment-only services** - fees apply under a fee-for-service arrangement where the primary purpose is to recognise prior learning for a qualification. Participants who are unable to provide sufficient evidence of RPL and undertake training for some Units of Competency will have proportionate fees advised based on the amount of RPL awarded.
- 2.7.1. Details of fees payable are negotiated with individual clients and detailed in the 'RPL Self Assessment Kit at www.becsonline.com.au, and the Enrolment/Payment Agreement and invoiced accordingly.
- 2.8. **Interview Fees** (*excludes RPL interviews*) – (60-90 minutes - student/BECS requested) fees apply under a fee-for-service arrangement where the primary purpose is to interview a student relating to but not limited to:
- 2.8.1. Implementing an academic performance improvement plan to help students meet the academic standards that lead to the conferral of a qualification award of the course the student is enrolled in.
- 2.8.2. Academic or non-academic misconduct
- 2.8.3. Breach of BECS Policies and Procedures, etc.

TABLE - A (FEES AND CHARGES)

Item	Fees 2013
Customization Fees	\$210.00/hr
Travel and Accommodation for Assessor (if applicable).	at a fee applicable at the time
Interview – (60-90 minutes - student/BECS requested)	\$210.00
External Appeal Fees	\$450.00
Alteration of Enrolment:	
• Transfers (full-time/part-time)),	\$800.00
• Deferral (student/BECS requested)	\$800.00
• Cancellation/Withdrawal (course/ Unit),	\$800.00
• Special Consideration	\$250.00
Supplementary Assessment (after 3 rd submission)	\$250.00/task
Return of incomplete/unassessed student work	\$150.00
Re-issuing of a receipt	\$150.00
Re-issuance of any course resource materials.	at a fee applicable at time of request
Late or non-payment penalty fee	17% of amount owing
Dishonour cheque fees	\$180.00
Other, as applicable at the time	

- 2.9. **Payment Arrangements and Methods** - It is a requirement of BECS that where course fees, administration charges or other charges are applicable, these must be paid by the specified due dates on the tax invoice. BECS will strive to maintain its highly competitive fee structure and will accept a wide range of flexible payment methods to accommodate the

	<p>diverse financial situations of clients and potential clients:</p> <p>2.9.1. Visa, MasterCard, Bankcard, American Express, Diners Club via PayPal only on BECS website.</p> <p>2.9.2. Direct Debit.</p> <p>2.9.3. Other methods of payment can be organized with prior arrangements</p> <p>2.9.4. Invoice (Organisations),</p> <p>2.9.5. Personal, Bank or Business Cheque.</p> <p>2.10. Late Payment or Non-payment of Fees - If a student/employer fails to pay all fees and charges by the due date the student/employer is deemed to be a BECS debtor. Late fee payment may incur a penalty fee of the total amount payable. If the late payment is not paid within 14 days of the original due date any or all of the following may result, until the full amount is paid:</p> <p>2.10.1. Any assessments submitted may not be marked</p> <p>2.10.2. Any final results, official academic record or certification may be withheld</p> <p>2.10.3. Cancellation of enrolment</p> <p>2.10.4. Referral to external debt recovery agencies</p> <p>2.11. Fee Protection - BECS will make adequate provision to safeguard students' fees/funds, particularly advance payments made for courses and services. BECS accepts payment of no more than \$15000 from each individual student prior to the commencement of the course. Following course commencement, if the course requires payment of additional fees in advance the total amount required to be paid, which is attributable to tuition or other services yet to be delivered, will not exceed \$1500.00.</p> <p style="text-align: right;"><u>REFUNDS</u></p> <p>BECS will strive to maintain its fair and equitable refund policy.</p> <p>2.12. There is no refund for registration and enrolment fees to a course.</p> <p>2.13. There is no refund for BECS course resource materials.</p> <p>2.14. BECS does not accept liability for loss or damage suffered in the event of cancellation/withdrawal to a course by a student.</p> <p>2.15. There is no refund for recognition of prior learning (RPL) assessments after enrolment or for students who do not obtain their qualification after assessment.</p> <p>2.16. There is no refund where the student breaches BECS Policies and Procedures.</p> <p>2.17. Students, who cancel/withdraw with good reason 14-days fourteen (14) calendar days prior to date of the commencement of the course, will receive a refund of any tuition fees paid upfront in relation to the cancellation/withdrawal application less registration fees, enrolment fees and course resource material fees. Refunds will be processed within 21 days of the application being approved.</p> <p>2.18. Students, who cancel/withdraw from their studies after the commencement date of the course, there will be no refund of any tuition fees paid upfront in relation to the cancellation/withdrawal application and will be liable for their tuition fees paid upfront</p> <p>2.19. Under compassionate or compelling circumstances (include but are not limited to: illness, family or personal matters, or other extraordinary reasons) that prevent a student from attending scheduled course dates and where evidence can be successfully provided to support the Student's circumstances, a refund of unused fees will be issued. This decision of assessing the compassionate or compelling circumstances rests with the Managing Director of BECS and shall be assessed case by case.</p> <p>2.20. BECS provides full refund to all students, should there be a need for BECS</p>
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	<p>to cancel a Unit/course. BECS will firstly encourage a student to enroll on another course date, prior to processing refund applications.</p> <p>2.21. Where a student cancels/withdraws from a training program, they must provide written notification of their intention to suspend/withdraw (as per Deferral/ Suspension, Cancellation/ Withdrawal, Transfer Policy and Procedure (POL03A)) and apply for a refund for the course via the Refund Application Form (F19-01).</p> <p>2.22. Where a student suspends/defers a training program they must provide written notification of their intention to suspend/differ (Deferral/ Suspension, Cancellation/ Withdrawal, Transfer Policy and Procedure (POL03A)).</p> <p>2.23. If BECS cancels a course, students do not have to apply for a refund, BECS will process the refunds automatically.</p> <p>2.24. Payments of all refunds are made within seven (7) days.</p>																					
	<table border="1"> <thead> <tr> <th colspan="3">TABLE - B (REFUND)</th> </tr> <tr> <th>Reason for Refund</th> <th>Notification requirements</th> <th>Refund Amount</th> </tr> </thead> <tbody> <tr> <td>Course cancelled by BECS</td> <td>Written notice to student of BECS</td> <td>100% refund</td> </tr> <tr> <td>Participant withdraws/ cancels Enrolment within fourteen (14) calendar days prior to the course commencement date.</td> <td>Written notice of withdrawal/ cancellation to BECS from student</td> <td>100% refund less: non refundable registration, enrolment, and course resource materials fees</td> </tr> <tr> <td>Participant withdraws/ cancels Enrolment after the course commencement date</td> <td>Written notice of withdrawal/ cancellation</td> <td>Nil Refund</td> </tr> <tr> <td>The student has special circumstances for withdrawing</td> <td>Written notice of withdrawal/ cancellation under special circumstances</td> <td>100% refund less: non refundable registration, enrolment, and course resource materials fees, less used fees from the unit of study at the time.</td> </tr> <tr> <td>Participant suspended / expelled from course by BECS due to inappropriate behaviour or lack of academic progress</td> <td>Written notice to student of BECS</td> <td>Nil Refund</td> </tr> </tbody> </table>	TABLE - B (REFUND)			Reason for Refund	Notification requirements	Refund Amount	Course cancelled by BECS	Written notice to student of BECS	100% refund	Participant withdraws/ cancels Enrolment within fourteen (14) calendar days prior to the course commencement date.	Written notice of withdrawal/ cancellation to BECS from student	100% refund less: non refundable registration, enrolment, and course resource materials fees	Participant withdraws/ cancels Enrolment after the course commencement date	Written notice of withdrawal/ cancellation	Nil Refund	The student has special circumstances for withdrawing	Written notice of withdrawal/ cancellation under special circumstances	100% refund less: non refundable registration, enrolment, and course resource materials fees, less used fees from the unit of study at the time.	Participant suspended / expelled from course by BECS due to inappropriate behaviour or lack of academic progress	Written notice to student of BECS	Nil Refund
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3. Support and Documentation	<p>Policies and Procedures:</p> <p>3.1. POL03A - Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure</p> <p>3.2. POL03 - Admission and Enrolment Policy and Procedure</p> <p>Forms:</p> <p>3.3. F03-02 Variation of Enrolment Form</p> <p>3.4. F19-01 Refund Application Form</p> <p>3.5. F19-02 Response Letter – Application Course Refund</p>																					
PROCEDURE																						
Fees, Charges, and Refunds																						
19 - 01																						
STEP 1 General Information	1.1. Full details of the fees and charges for courses are made available in 'The Course Information Book' and this policy in BECS Code of Practice at www.becsonline.com.au , prior to enrolment.																					
STEP 2 Student Information	2.1. Fees, charges and refunds are always advised to students prior to the time of enrolment through the appropriate documentation.																					

STEP 3 Student Liability	3.1. BECS only accepts payment of fees upon registration and enrolment, and the written acceptance of the enrolment conditions. Any conditions relating to the payment of fees and charges is notified by a written invoice or course acceptance agreement.
STEP 4 Due Date for Payment	4.1. Student contribution or tuition fees are required to be paid on or before the due date for an enrolment period as notified in the enrolment agreement.
STEP 5 Non-payment of Fees	5.1. A final notice will be issued within two weeks of the debt due date if the debt remains outstanding. Failure to pay the course fees within 14 days of the final notice may result in any or all of the following, until the full amount is paid: <ul style="list-style-type: none"> 5.1.1. Any assessments submitted may not be marked 5.1.2. Any final results, official academic record or certification may be withheld 5.1.3. Cancellation of enrolment 5.1.4. Referral to external debt recovery agencies

Refunds – Student Application	19 - 02
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STEP 1 Application for Refund	1.1. Student provides written notification of their Variation of Enrolment Form (F03-02) for cancellation /withdrawal from a course, requesting a refund of fees paid with the Refund Application Form (F19-01)
STEP 2 Processing of Refund	The Managing Director of BECS will: <ul style="list-style-type: none"> 2.1. Review the refund application and ensure that the student is eligible for a refund. 2.2. If a refund is due, calculate the amount of refund due to the student. 2.3. Refund the money in line with the Variation of Enrolment Form (F03-02). 2.4. If the money was originally paid by the student, the refund will be issued to the student 2.5. If the money was originally paid by an Organisation, the refund will be issued to the Organisation.

Refunds – Cancelled Course	19 - 03
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STEP 1 Processing Cancelled Course Refunds	Should a BECS course need to be cancelled for any reason, BECS will: <ul style="list-style-type: none"> 1.1. Identify all those persons who have paid the course/RPL fees for that particular course. 1.2. Determine the full amount of refund due to the students. 1.3. Refund the money in a way indicated on the student's Variation of Enrolment Form (F03-02). 2.6. If the money was originally paid by the student, the refund will be issued to the student 1.4. If the money was originally paid by an Organisation, the refund will be issued to the Organisation.
STEP 1 Record Keeping	1.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.
STEP 2 Publication	2.1. These procedures are published in BECS Code of Practice at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS. 2.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

MARKETING AND ADVERTISING		POL25	
Type of Document:	Policy and Procedure		
Title:	Marketing and Advertising		
Document Number:	POL25		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to ethical marketing and advertising processes of training and assessment products and services to provide an accurate customer perception on the range and quality of services it offers:</p> <ul style="list-style-type: none"> • Marketing materials will be accurate and approved by partner RTO; • Prior written permission from any person or organization for use of any marketing or advertising material, which refers to that person or organization, will be obtained and any conditions of that permission will be abided by; • Accurately represent to prospective clients training products and services that lead to AQF qualifications or Statements of Attainment, and ensure that advertised outcomes are consistent with these qualifications; • Advertise AQF qualifications only if they are included in the scope of registration of partner RTO; • The use of the Nationally Recognised Training (NRT) and State Training Logo (STA) logos on advertisements will be in accordance with the AQTF and as approved by partner RTO. 		
Related AQTF Standards	Standard 2.2 Conditions of Registration 6 & 8		
1. Policy Purpose	To ensure that BECS has ethical marketing and advertising processes in place to advertise its training and assessment products and services to the general public and relevant industry stakeholders.		
2. Policy Principles	<p>2.1. To provide up-to-date and accurate information to the general public and industry stakeholders on the courses provided by BECS.</p> <p>2.2. BECS acknowledges that maintaining a competitive edge and a point of difference is the key element in attaining business growth and profitability.</p> <p>2.3. BECS markets its products and services in an ethical manner ensuring integrity and accuracy, avoiding misleading or ambiguous statements.</p> <p>2.4. BECS gains prior written permission from any person or Organisation before using information about that person or Organisation in any marketing materials.</p> <p>2.5. All marketing material is developed and approved by partner RTO.</p> <p>2.6. BECS strategies may include, but are not limited to:</p> <p>2.6.1. BECS Website,</p> <p>2.6.2. Course Brochures,</p> <p>2.6.3. Press advertising,</p> <p>2.6.4. Student information,</p> <p>2.6.5. Email database.</p> <p>2.7. All marketing materials will be kept by BECS in Marketing and Advertising File.</p>		
3. Supporting Documentation	<p>Forms:</p> <p>3.1. F25-01 Marketing and advertising approval checklist</p>		

	3.2. F25-02 Course Brochure Template 3.3. Marketing and Advertising approval file
PROCEDURE	
Marketing and Advertising	
	25-01
<u>STEP 1</u> Development of Marketing Strategy,	1.1. BECS will develop a marketing strategy for the next period as part of BECS Business Plan every 12 months.
<u>STEP 2</u> Development of Marketing Materials Templates	2.1. BECS will develop marketing and advertising templates for the various marketing and advertising strategies. 2.2. BECS will develop marketing materials in accordance with advertising templates.
<u>STEP 3</u> Authorization of Marketing and Advertising Materials	3.1. BECS will review and approve all marketing materials prior to release, and get approval from partner RTO. 3.2. A copy of the approved marketing materials will be kept in a Marketing and Advertising File.
<u>STEP 4</u> Printing and Editing Advertising	4.1. Marketing and advertising materials are sent for printing. 4.2. BECS will check the proof for final approval.
<u>STEP 5</u> Website Editing	5.1. BECS manages and updates the information on the website on an ongoing basis.
<u>STEP 6</u> Record Keeping	6.1. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.
<u>STEP 7</u> Publication	7.1. These procedures are published for students in BECS Code of Conduct at www.becsonline.com.au , accessible to students prior to signing a written agreement with BECS. 7.2. These procedures are published for staff in Staff Handbook and forms part of the staff induction process.

MODERATION / VALIDATION OF ASSESSMENT		POL26	
Type of Document:	Policy and Procedure		
Title:	Moderation /Validation of Assessment		
Document Number:	POL26		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Date Due for Review:	January 2014		
Policy Statement	<p>BECS is committed to conducting moderation and validation of its assessment tools, processes, evidence collected and judgments made by its assessors.</p> <ul style="list-style-type: none"> • Validation and moderation occurs at least annually; • Key stakeholders are involved in validation and moderation processes; • BECS partner RTO is involved in validation and moderation processes; • BECS reviews, compares and evaluates assessment processes, tools, evidence and judgments made by a range of assessors against the same units of competency; 		
Related AQTF Standards	Standards 1.2, 1.5, 3.1, & 3.2		
1. Policy Purpose	To have frameworks for effective and efficient quality processes		
2. Policy Principles	<p>2.1. There are shared understanding of the system and its purpose</p> <p>2.2. There is a sharing of information and resources;</p> <p>2.3. There is open communication between all participants;</p> <p>2.4. There is opportunity for dissemination of information and professional development on the processes practice and procedures for participants;</p> <p>2.5. The process is bound by respect of individuals and confidentiality;</p> <p>2.6. It is an evolving process for the assessor and the standard setter;</p> <p>2.7. It is a method for continuous improvement of BECS, ensuring consistency and integrity, meeting the needs of industry;</p> <p>2.8. BECS endorses the National ‘Assessors Code of Conduct’ as the standard of Assessment;</p> <p>2.9. Moderation/Validation will occur at two levels:</p> <p>2.9.1. Internal,</p> <p>2.9.2. External.</p> <p>2.10. Moderation/Validation will include input from industry;</p> <p>2.11. Moderation/Validation will include input from partner RTO</p> <p>2.12. Moderation/Validation will be confidential</p>		
3. Supporting Documentation	<p>Forms:</p> <p>3.1. F26-01 Assessment Validation/Moderation Confidentiality Agreement</p> <p>3.2. F26-03 Assessment Validation Schedule</p> <p>3.3. F26-04 Planing for Validation</p> <p>3.4. F26-05 Assessment Validation Plan</p> <p>3.5. F26-07 Assessment Validation Action Plan</p> <p>3.6. F26-14 Validation of Training and Assessment Strategies (TAS)</p> <p>3.7. F26-15 Validation of Assessment Process</p> <p>3.8. F26-16 Validation of Assessment Tool/s</p> <p>3.9. F26-17 Validation of Evidence and Decision</p> <p>3.10. F26-18 Industry Assessment Valid / Review</p> <p>3.11. F26-19 Assessment Validation Report (Assessment system)</p> <p>3.12. F26-20 Assessment Validation Cover Sheet/Record</p> <p>3.13. F26-23 Moderation evidence</p>		

	<p>3.14. F26-24 Validation/Moderation Results/ Record</p> <p>3.15. F26-26 Validation/Moderation outcome summary</p> <p>3.16. F26-28 Assessment Validation Strategies</p> <p>3.17. Moderation file and meeting register</p>
PROCEDURE	
Moderation and Validation of Assessment	
26 - 01	
<u>STEP 1</u> Invite Participants	<p>The Managing Director of BECS will:</p> <ol style="list-style-type: none"> 1.1. Schedule a date and time for validation /moderation meeting. 1.2. Determine course/competencies to be validated /moderated and approximate number of participants. 1.3. Contact participants to determine availability. 1.4. Send confirmation letters/email to participants. 1.5. Prepare room for meeting OR emails participants. 1.6. Gather resumes for meeting. 1.7. Prepare confidentiality agreement
<u>STEP 2</u> Confidentiality Agreement	<ol style="list-style-type: none"> 2.1. Participants will be asked to sign a confidentiality sheet that signifies their acceptance of the assessors code of conduct and the following ethical standard: <ul style="list-style-type: none"> <i>I agree to observe the principles of confidentiality with regard to assessment plans, process documentation, assessment tools and students work shared in the moderation group. I will not use this information for commercial advantage or any other reason not acceptable to the moderation group.</i> 2.2. There is an understanding of confidentiality with respect to the performance of other assessors in the moderation/validation group eg non disclosure of personal information and respect for professional integrity.
<u>STEP 3</u> Conduct Moderation	<p>The Managing Director of BECS will:</p> <ol style="list-style-type: none"> 3.1. Provide information to group regarding development of assessment resources. (How, When, Who). 3.2. Presume Chair through moderation/ validation discussions/surveys and takes minutes of moderation meeting.
<u>STEP 4</u> Implement Recommendations	<p>The Managing Director of BECS will:</p> <ol style="list-style-type: none"> 4.1. Complete 'CI Request' form with results of moderation meeting. 4.2. Ensure implementation of continuous improvements. 4.3. File copies of all validation/moderation documentation in Validation/ Moderation of Assessment file.
<u>STEP 5</u> Record Keeping	<ol style="list-style-type: none"> 5.2. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.

MUTUAL RECOGNITION		POL27	
Type of Document:	Policy and Procedure		
Title:	Mutual Recognition		
Document Number:	POL27		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	BECS is committed to recognizing the AQF qualifications and Statements of Attainment issued by other RTO'. Information regarding its mutual recognition obligations in all relevant documentation I provided to clients, contractors and staff.		
Related AQTF Standards	Standard 1 Conditions of Registration 7		
1. Policy Purpose	To have appropriate processes /procedures in place for the mutual recognition of AQF qualifications and Statements of Attainment issued by other RTO.		
2. Policy Principles	2.1. BECS recognizes the AQF qualifications and Statements of Attainment awarded by any other RTO. 2.2. Mutual recognition comes into affect when a Statement of Attainment provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enroll and satisfies course outcomes. 2.3. All persons who have successfully obtained competency in unit(s) of competency or qualification within a training package from a Registered Training Organisation (RTO) are entitled to gain mutual recognition by any other RTO for those competencies. 2.4. Evidence relating to certificates and /or Statements of Attainments must be presented as either original copies or certified copies..		
3. Supporting Documentation	Forms: 3.1. F27-01 Mutual Recognition Application form 3.2. F27-02 Mutual Recognition qualification checklist 3.3. F27-03 MR/CT Register		
PROCEDURE			
Mutual Recognition			27-01
STEP 1 Student Enquiry Regarding Mutual Recognition	1.1. Prior to enrolment BECS provides each potential student with information regarding Mutual Recognition. This is via the website, Student Handbook, RPL Self-assessment Kit and /or course brochures. 1.2. BECS will provide the student with a 'F26-01 Mutual Recognition Application Form'.		
STEP 2 Student Completes and Submits Mutual Recognition Application	2.1. Student completes the Mutual Recognition Application Form and submits it to BECS, with evidence of certification for units of competency that they are claiming in their application. Evidence of certification must be either the original copy of the certificate or Statement of Attainment received by the applicant, or a certified true copy of the original.		
STEP 3 Mutual Recognition	3.1. BECS processes the MR application, completing a Mutual Recognition qualification Checklist (F27-02). This will verify authenticity,		

Application Processed	<p>completeness and compliance with the ‘Australian Qualifications Framework (AQF) Implementation Handbook’, and the AQTF standards.</p> <p>3.2. If the original credentials are incomplete or not compliant with the current ‘AQF Implementation Handbook’, and the AQTF standards, the client is notified verbally to this effect and advised to request the additional information and/or an amended credential from the issuing RTO.</p> <p>3.3. If the credentials are not relating exactly to the same unit codes and names as those in BECS course, the student is advised of the Recognition of Prior Learning process.</p> <p>3.4. If the authenticity of the credential is questionable, the client is requested to provide further verification from the issuing RTO.</p>
STEP 4 Student Mutual Recognition Application Accepted	<p>4.1. If satisfied the original certification is authentic and meets the requirements of the current ‘AQF Implementation Handbook’, and the AQTF standards, BECS formally recognizes the ‘Statements of Attainment’ and/or ‘qualification’ by completing the relevant section on the application form.</p> <p>4.2. The original credentials are then photocopied and endorsed with the words ‘original sighted’, are signed and dated by BECS.</p> <p>4.3. The relevant details of the issuing RTO-s ‘Statement of attainment’ and/or ‘qualification’ are recorded on the student management system and the certified copies of the credentials and completed Mutual recognition documentation are filed on the individual’s student file.</p> <p>4.4. The student is advised in writing of the success of their mutual recognition application with original credentials being sent back to the student.</p>
STEP 5 Record Keeping	<p>5.3. The original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p>

OCCUPATIONAL HEALTH AND SAFETY		POL28	
Type of Document:	Policy and Procedure		
Title:	Occupational Health and Safety		
Document Number:	POL28		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	BECS is committed to comply with all relevant laws, regulations and standards in order to provide a learning environment which is free from safety and health hazards and allows all our employees to perform their tasks to their maximum potential safely and efficiently.		
Related AQTF Standards	Conditions of Registration 3		
1. Policy Purpose	To ensure that BECS complies with relevant State and Territory laws including the National Occupational Health and Safety Commission Act 1985 and Workplace Health and Safety Act 1995.		
2. Policy Principles	<p>BECS shall:</p> <p>2.1. Plan, implement and monitor a comprehensive OSH program to meet our duty of care and ensure continual improvement.</p> <p>2.2. Promote a culture of communication and involvement in OSH as a normal component of all aspects of our work.</p> <p>2.3. Be bound by OSH ACT 1984 & OSH Regulations 1996.</p> <p>2.4. OSH compliance is the responsibility of all parties.</p> <p>DUTY OF CARE</p> <p>2.5. The Employer has a duty so far as is practicable, to provide and maintain a working environment in which employees are not exposed to hazards or health risks.</p> <p>2.6. Employees/Participants/trainers and assessors shall take reasonable care to ensure their own safety and health in the workplace and to avoid adversely affecting the safety and health of any other person through any act or omission at work.</p>		
3. Supporting Documentation	<p>Forms:</p> <p>3.1. F28-01 Near Miss Form</p> <p>3.2. F28-02 First Aid Incident Form</p> <p>3.3. F28-02 Accident incidents file</p>		
PROCEDURE			
Occupational Health and Safety			28 - 01
STEP 1 Training	1.1. All staff are required to participate in emergency training.		
STEP 2 First Aid	<p>2.1. Reporting - All accidents and incidents must be reported to Managing Director of BECS.</p> <p>2.2. Assistance - In cases of minor injury first aid assistance will be provided and recorded.</p> <p>2.3. Investigation and Evaluation - Investigate and evaluate incident to take corrective action.</p>		

PRIVACY		POL31	
Type of Document:	Policy and Procedure		
Title:	Privacy		
Document Number:	POL31		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to complying with obligation under Privacy Act 1988 and the associated national Privacy Principles (NPPs), and to safeguarding any confidential information obtained by BECS. BECS will ensure:</p> <ul style="list-style-type: none"> Information gathered for the express purpose of training and assessment matters will not be disclosed to a third party unless prior written consent is provided by the individual concerned, except that required by law; The secure storage of all records; The confidentiality of all information maintained on records. 		
Related AQTF Standards	Conditions of Registration 3		
1. Policy Purpose	To ensure that BECS has effective administrative and records management procedures to ensure the privacy and confidentiality of all students, staff and contractors.		
2. Policy Principles	<p>The National Privacy Principles (NPPs) relate to:</p> <p>2.1. The collection of information - BECS will collect personal information only for the purpose of carrying out its role in providing Training and assessment and professional development to its clients. Collection of personal information must be fair, lawful and unobtrusive. BECS will take all reasonable steps to inform students of:</p> <p>2.1.1. The purpose for which the information was collected.</p> <p>2.1.2. Any law that required the information to be collected.</p> <p>2.2. The use and disclosure of information - BECS may only use or disclose the information for the purpose it was collected (primary purpose) unless the person has consented. Marketing material should advise that the person may request not to receive the material and it should set out the contact details of the firm. Personal information may be disclosed when it is necessary to assist an enforcement body to perform its function of to prevent a threat to life and ensure health and safety.</p> <p>2.3. Data quality - BECS must take reasonable steps to make sure that the personal information it collects uses or discloses is accurate, complete and up-to-date.</p> <p>2.4. Data security - BECS must take reasonable steps to protect the personal information it holds from misuse and loss and from unauthorized access, modification or disclosure. BECS will ensure that all computer systems are password protected and paper files stored in locked filing cabinets with only authorized staff granted access. Breaches of this principal by BECS staff will instigate disciplinary action.</p> <p>2.5. Openness - BECS must have a policy document outlining its information handling practice and this document will be made available to any member or the public upon request. BECS will also enable access to this policy via its internet site.</p> <p>2.6. Access and correction - BECS must give an individual access to personal</p>		

	<p>information it holds about that individual on written request. Exceptions apply where this would pose a serious threat to life or health, it is vexatious, it impacts on another person's privacy, in legal proceedings or police investigation.</p> <p>2.7. Identifiers - BECS will not use an identifier that has been assigned by a Commonwealth government 'agency', for example, social security numbers for the purposes of identifying clients.</p> <p>Anonymity - BECS will where practicable and lawful give people the option to interact anonymously. Where personal identity can be protected without adverse consequences, BECS will depersonalize the data before disclosure or use.</p> <p>2.9. Trans-border data flow - BECS can only transfer personal information to a recipient in a foreign country in circumstances where the information will have appropriate protection with similar privacy legislation, or with consent.</p> <p>2.10. Sensitive information - BECS will not collect sensitive information unless the person has consented, it is required by law or in special circumstances. BECS is bound by the NPPs and exemptions contained within the NPPs with respect to matters such as the disclosure of information relating to: public health or public safety, law enforcement enquiries, and legal proceedings and negotiations.</p> <p>2.11. The kind of personal information held by BECS includes the following:</p> <p>1.11.1. Personal information collected in connection with BECS members at the time that applications for membership are made and as later required as part of the delivery of training and assessment services by BECS to those members;</p> <p>1.11.2. Information collected from members of the public in connection with training and assessment services;</p> <p>1.11.3. Information obtained by BECS through the internet site.</p> <p>2.12. BECS holds the information referred to above for primary purpose of enabling it to conduct its services to its members and the public.</p> <p>2.13. Information collected</p> <p>2.13.1. Collection of information is fair, lawful, unobtrusive and necessary for the Organisation functions. BECS advises clients, staff and trainers of the purpose for collecting information, how it is used and how they can gain access to their personal information held by BECS.</p> <p>2.13.2. Information is collected from potential students upon initial enquiry in order to send out course information.</p> <p>2.13.3. Information may be collected from students: for enrolment purposes with BECS and partner RTO, during the provision of training and assessment services for the purpose of processing your registration for a BECS course with BECS partner RTO, and as required by the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Quality Training Framework (AQTF) and the Australian Skills Qualification Authority (ASQA).</p> <p>2.13.4. BECS may conduct student surveys to collect information on the training provided.</p> <p>2.13.5. Personal and professional information is collected from staff and trainers to enable BECS to assess the professional standards of staff and trainers.</p> <p>2.14. Confidentiality</p>
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	<p>2.14.1. BECS is bound by: Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2000 and BECS Privacy Policy.</p> <p>2.14.2. BECS will ensure the safeguarding of any confidential information obtained regarding participants.</p> <p>2.15. Disclosure of Information</p> <p>2.15.1. Participants have access to their personal records on request by that individual, to that individual. Exceptions apply where this would pose a serious threat to life or health, it is vexatious, it impacts on another person's privacy, in legal proceedings, or it is prejudicial to a police investigation, etc.</p> <p>2.15.2. BECS will not disclose information about a participant to a third party without prior written consent from participant.</p> <p>2.15.3. BECS will disclose personal information to other parties, only where it is required to do so by law or other requirements, such as where it relates to law enforcement, health and safety or BECS partner RTO, or vocational education and training reporting in compliance with the AQTF, or as otherwise allowed under the Privacy Act 1988.</p> <p>2.16. BECS Privacy Policy</p> <p>2.16.1. BECS is bound by the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2000 and BECS Privacy Policy (POL31) procedures to ensure the integrity, currency, accuracy and completeness of information</p> <p>2.16.2. BECS respects clients, staff and trainers right to privacy.</p> <p>2.16.3. BECS has procedures in place to protect personal information from misuse, loss, unauthorized access, modification or disclosure.</p> <p>2.16.4. BECS' privacy policy may be revised from time to time, in accordance with the Privacy Act 1988.</p> <p>2.17. Use of Participant information</p> <p>2.17.1 BECS will provide participant information to training staff or consultants on a need-to-know basis only.</p> <p>2.17.2 BECS uses information collected only for the expressed purpose for which it was collected, unless prior consent is obtained from the person.</p> <p>2.17.3 BECS does not use personal details in direct marketing without obtaining prior consent from the person concerned.</p> <p>2.17.4 BECS may use personal details to advise students of forthcoming events, marketing and research only where consent was provided by individuals to receive information.</p>
<p>3. Supporting Documentation</p>	<p>Forms:</p> <p>3.1. F31-01 Consent to BECS to Release Information</p> <p>3.2. F31-02 Consent Form</p> <p>3.3. Privacy Act Approvals File</p>

PROCEDURE

Privacy

31 - 01

<p>Step 1 - Obtaining Personnel Information</p>	<p>1.1. Should a person wish to gain access to their own information or records, confirmation of identity is first sought.</p>
<p>Step 2 Obtaining Other Persons Information</p>	<p>2.1. Should a person wish to gain access to another person personal records, such as assessment result, BECS must first seek written permission from the individual concerned?</p>

RECOGNITION OF PRIOR LEARNING (RPL)			POL34
Type of Document:	Policy and Procedure		
Title:	Recognition of Prior Learning (RPL)		
Document Number:	POL34		
Version Number:	Version 1.0		
Responsible Person:	Managing Director-Veronika Basa	Date:	January 2013
Authorised by:	Managing Director-Veronika Basa	Date:	January 2013
Review Date:	January 2014		
Policy Statement	<p>BECS is committed to providing fair and equitable processes and consistency for Recognition of Prior Learning options to all students or potential students. BECS will ensure that:</p> <ul style="list-style-type: none"> • RPL is offered to all students on enrolment to minimize their time and cost. • Adequate information and support is provided to all applicants to gather reliable evidence to support their claim, and • All RPL applicants are processed in accordance with the Assessment Policy. 		
Related AQTF Standards	Element 1.5, 2.4, 2.5 Conditions of Registration 7		
1. Introduction and Purpose	To ensure the quality, integrity and standing of all BECS qualifications.		
2. Policy Principles	<p>2.1. RPL is alternative pathway to a qualification or Statement of Attainment.</p> <p>2.2. RPL processes shall be valid, reliable, flexible and fair, in accordance with, and meets the quality standards specified in the 'Skills Recognition Framework for Vocational Education and Training.</p> <p>2.3. All students may apply for formal recognition of existing competencies against a course that BECS delivers in partnership with the RTO.</p> <p>2.4. The onus is upon the candidate to demonstrate competence to the satisfaction of the assessors.</p> <p>2.5. Competency may be derived from many sources:</p> <p>2.5.1. Work or life experiences,</p> <p>2.5.2. Training programs offered by industry, private or community based providers, or undertaken overseas, which may or may not have been formally recognised,</p> <p>2.5.3. Informal learning programs.</p> <p>2.6. If a student undertook other training which they believe covers one or more of the units/s comprising the relevant course or developed skills, knowledge and competence through workplace experience, the candidate may wish to apply for RPL for those units/ modules.</p> <p>2.7. The minimum acceptable claim for RPL is a Unit of competency.</p>		
3. Supporting Documentation	<p>Forms:</p> <p>3.1. The F34-01 RPL Application</p> <p>3.2. F34-02 RPL Inquiry Information and Self-Assessment kit</p> <p>3.3. F34-04 Candidate's Self-Evaluation Form</p> <p>3.4. F34-05 Third Party evidence Form</p> <p>3.5. F34-06 Outcome of Third Party Report</p> <p>3.6. F34-07 RPL Student progress</p> <p>3.7. F34-08 Interview Question Bank</p> <p>3.8. F34-09 Interview Question Bank Recording Sheets</p> <p>3.9. F34-10 Outcome of Interview Questions</p> <p>3.10. F34-11 RPL/Assessor's Summary Checklist</p>		

	<p>3.11. F34-12 Practical Task - Case Study</p> <p>3.12. F34-13 Practical Task – Scenario</p> <p>3.13. F34-14 Practical Task -Demonstration/ Observation</p> <p>3.14. F34-15 Task - Demonstration/ Observation Checklist Record</p> <p>3.15. F34-16 Demonstration/Observation Checklist Record (Unit DC&KC/ ES)</p> <p>3.16. F34-17 Assessor Summary Sheet / Checklist RPL</p> <p>3.17. F34-18 Assessor’s Evidence Review Summary Sheet</p> <p>3.18. F34-19 Outcome of RPL assessments Assessor’s Summary Checklist</p> <p>3.19. F34-20 RPL Competency Summary</p> <p>3.20. F34-21 Final Sign-off</p>
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PROCEDURE

RPL – Recognition of Prior Learning		34-01
STEP 1 RPL Resources Developed	1.1. BECS ensures that resources for training courses, including RPL, are in compliance with requirements of the Training Package/s in line with Development of Training and Assessment Strategies and Resources Policy and Procedures (POL13)).	
STEP 2 Notification to Students Regarding RPL	2.1. Prior to enrolment on a course, candidates are provided with course information, including information relating to RPL availability and processes: Entry criteria, Self assessment, and application.	
STEP 3 Initial Enquiry, Induction of Applicant	<p>3.1. A student makes an enquiry regarding RPL.</p> <p>3.2. BECS will induct the individual and provide information:</p> <p style="margin-left: 20px;">3.2.1. Satisfy the course entry requirements,</p> <p style="margin-left: 20px;">3.2.2. Review the RPL Self-Assessment Kit,</p> <p style="margin-left: 20px;">3.2.3. Use the Self-Assessment Questions,</p> <p style="margin-left: 20px;">3.2.4. Books Interview/competency conversation with BECS,</p> <p>3.3. The student is supplied with the RPL Self-Assessment Kit which can also be downloaded from www.becsonline.com.au .</p>	
STEP 4 Candidate’s Self-Evaluation	<p>4.1. Candidate completes self-evaluation forms kit provided and gathers a portfolio of evidence against the elements/performance criteria for the relevant unit/s of competency.</p> <p>4.2. A portfolio of evidence may include:</p> <p style="margin-left: 20px;">4.2.1. The candidates curriculum vitae,</p> <p style="margin-left: 20px;">4.2.2. Certificates of qualifications and /or courses completed together with course outlines, trainer details, assessment details, samples of assignment work,</p> <p style="margin-left: 20px;">4.2.3. Testimonials and /or client satisfaction survey,</p> <p style="margin-left: 20px;">4.2.4. Video evidence,</p> <p style="margin-left: 20px;">4.2.5. Workplace documentation record, projects or reports,</p> <p style="margin-left: 20px;">4.2.6. Supervisor and/or peer reports,</p> <p style="margin-left: 20px;">4.2.7. Two work referees who can confirm candidate skills.</p> <p>4.3. Candidate makes a decision whether or not they want to continue with the RPL process.</p> <p>4.4. If the candidate wants to continue, candidate makes an appointment for an interview/competency conversation and sends in the RPL application form to BECS together with the required evidence, and associated application fees. It is possible to gain RPL for the entire qualification.</p>	
STEP 5 The Interview/ Competency Conversation	<p>5.1. BECS provides candidate with further information to options available and further progression. The assessor will:</p> <p style="margin-left: 20px;">5.1.1. Review and discuss with candidate, the information and supporting documentation provided and match up candidate’s skills to the units/subjects in the qualification.</p> <p style="margin-left: 20px;">5.1.2. The candidate will identify any previous work experience and</p>	

	<p>discuss this with Assessor.</p> <p>5.2. Candidate will be required to answer questions relating to their work experience to identify their current knowledge and skills relating to the course they want to claim RPL against.</p> <p>5.3. A decision will be made whether candidate is able to proceed to the next step of the RPL process or needs to undergo gap training.</p>
STEP 6 Practical Demonstration /Observation of Candidate's Skills	<p>6.1. Assessors observe and assess candidate's performance in practice, through observation of practical tasks in workplace or simulated workplace.</p> <p>6.2. The assessment will focus on the skills required of the qualification the candidate wants to claim RPL against. The Assessor will identify the skills they want the candidate to demonstrate by asking candidate to complete certain tasks.</p>
STEP 7 Provision of Further Supporting Evidence	<p>7.1. Candidate provides further documentary evidence to support their competency profile as demonstrated in the prior stages of assessment.</p> <p>7.2. The Assessor will confirm candidate's previous work experience with candidate's supervisor/ employer.</p> <p>7.3. The assessor will contact the referees candidate has provided as part of candidate's information.</p>
STEP 8 Assessment Stage	<p>8.1 The assessor will assess information provided by student, the practical test, and make assessment decision as to whether RPL will be granted:</p> <p>8.1.1. The portfolio of evidence will be assessed by a qualified assessor with expertise in the subject area</p> <p>8.1.2. All evidence will be judged against whether it meets all: Performance criteria; The rules of evidence; The principles of assessment; The dimensions of competency; and Key competencies</p> <p>8.2. The student will be invited to attend an interview with the assessor where the student may be required to:</p> <p>8.2.1. Answer questions in relation to their competence;</p> <p>8.2.2. Discuss a case study; undertake a role play, provide a demonstration or simulation of workplace performance; or undertake other tasks as appropriate to the unit/s being assessed</p>
STEP 9 Post Assessment Guidance Stage	<p>9.1. The student will be advised within two weeks of the interview/ competency conversation, as to the result of the RPL application.</p> <p>9.2. If the application is unsuccessful, the student will be advised of the areas in which they need to develop further competence. This may include:</p> <p>9.2.1. The scheduling of another meeting for the presentation and assessment of further evidence; or</p> <p>9.2.2. The student opting not to continue with the RPL process; or</p> <p>9.2.3. The student lodging an appeal against the assessment decision.</p> <p>9.3. This stage will also allow feedback on the RPL process so it can be continually fine-tuned to be both effective and cost efficient.</p>
STEP 10 Assessment Evaluation	<p>10.1. The student is asked to complete an evaluation form, providing feedback on the RPL process, tools, and judgments, in line with Evaluation and Feedback policy and procedures (POL16).</p>
STEP 11 Issuing of Certification	<p>11.1. BECS Partner RTO issues student with appropriate certificate.</p>
STEP 12 Appeals	<p>12.1. Should the student be dissatisfied with any part of the assessment process they have the right to appeal the decision in line with BECS Appeals Policy and Procedure (POL04).</p>
STEP 13 Record-Keeping	<p>13.1. BECS ensures that original records of all activities and their outcomes handled under this procedure shall be sent to BECS partner RTO and copies kept by BECS.</p>

GLOSSARY OF TERMS

A-E

Academic Complaint /Grievance	...refers to an expression of dissatisfaction with a decision, action or process within BECS regarding academic matters such as, but not limited to: assessment, student academic progress, course content, the quality of course delivery, or academic achievement in a course of study.
Academic Integrity	...refers to valuing honesty in learning, submitting assignments that are a student's own work except where appropriately referenced, and not facilitating other students to cheat on assignments.
Academic Misconduct	...refers to student behaviour that undermines the academic integrity of the learning and assessment processes, including but not limited to: plagiarism, cheating, and collusion.
Academically at Risk	...refers to a student who is not making a satisfactory course progression. That is, the student demonstrates the potential to be deemed Not Yet Competent (NYC) in at least 40%-50% of the Unit/s of study in which the student is enrolled in a study period of the duration of the course.
Academic Year	... refers to the duration of a course delivered in a 12-month period.
Access & Equity	...refers to the policies and approaches that ensure that BECS programs are responsive to the diverse needs of all clients.
Agreed Extension	...refers to the extension granted to the due date to a student after the student made a written application to BECS.
Appeal	...refers to a formal written request as to the correctness of a ruling by BECS.
Archived Files	...refers to, but not limited to, the enrolment form, copies of certificates/statements of attainment issued, assessment records, workshop attendance records and any notes made by the trainer/assessor about the student/trainee.
Assessment	...is a process of gathering evidence and forming a judgment as to whether a student has achieved a specific level of knowledge, skill and competency in clearly identified learning outcomes in a unit of study/competency.
Assessorrefers to the person who marks/grades an assessment e.g. lecturer, assessor, tutor.
Cancellation	...refers to cessation of enrolment in course
Cheating	...refers to dishonesty of any kind in regard to examinations/ tests, course assessment tasks, or alteration of documents.
Collusion	...refers to is a specific type of plagiarism that occurs when two or more students present joint work as if it is their own, independent work.
Commencement Day	...refers to the first day of the student's commencing the study period.
Compassionate or Compelling Circumstances	<p>Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student's capacity and / or ability to progress through a program. These could include but not limited to:</p> <ul style="list-style-type: none"> • Serious illness or injury, where a medical certificate states that the student was unable to attend classes, • Bereavement due to loss of a close family member such as a parent or grandparent (where possible a death certificate should be provided), • Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on studies, • A traumatic experience which could include but is not limited to: <ul style="list-style-type: none"> ○ Involvement in or witnessing of a serious accident, or ○ A serious crime committed against the student, or ○ The student has been a witness to a serious crime. <p>And this has impacted on the student (these cases should be supported by police or</p>

	psychologists' reports).
Complaint	...refers to a written expression of dissatisfaction with BECS procedures, charges, employees, agents or quality of service.
Competent	...refers to the result/grade reported when a student has consistently demonstrated their skills and explained their knowledge to the standard required in the workplace, in a particular Unit of competency.
Conditional Enrolment	...refers to an enrolment in a program of study in which the enrolment is restricted and conditions are placed on the enrolment.
Course of Study	...refers to a course, the completion of which leads to granting of award by BECS Partner RTO.
Critical Incident	...refers to a traumatic event, or the threat of such, which causes extreme stress, fear or injury.
Current files	Files for which the training and/or assessment service is still being delivered.
Deferral:	...refers to the postponement of commencement date or end date of course Student remains a student of BECS.
Direct Discrimination	...occurs when a person is treated less favorably on the grounds of a personal characteristic, such as sex, parental status, race, age or disability.
Disability Discrimination	...is a form of behaviour that disadvantages people because of their actual or perceived disabilities or disadvantage those related or associated with a person of disability. The types of disabilities covered under legislation include: physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement, and the presence in the body of a disease causing organism.
Discrimination	...refers to a situation where an individual feels they are discriminated against and are treated less favorably than another person. If the bases of the less favorable treatment are prohibited on the grounds of discrimination under the relevant State or Federal Law, unlawful discrimination might have occurred. Antidiscrimination laws forbid certain discriminatory conduct on a number of grounds (e.g. sex, race and disability) in a number of areas such as employment, education and the provision of services.
Duration of Enrolment	...refers to the duration of the course in nominal hours as indicated in the course information book and in the student training plan, at the time.
Effective date of exclusion	...refers to the date the notice was sent by the Managing Director of BECS (or delegated nominee) formally advising a student of their exclusion from a program due to established unacceptable academic progress or misbehaviour.
Equivalence	...refers to the process by which consistency in learning outcome is maintained regardless of the mode or location of delivery.
Exclusion	... refers to the cancellation of enrolment in a program of study at BECS by BECS with the purpose to allow the student time to address the causes of unsatisfactory academic performance or misbehaviour.
Expulsion	...refers to the removal of the student from a BECS learning program and the termination of their enrolment in a program of BECS.
Extension	...refers to the additional time granted to a student for the submission of an assessment.

F-L

Independent Supporting Documentation	<p>...refers to documents from sources other than the student, their family/friends, work colleagues or peer supervisors. They are provided by doctors, clinical psychologists/counsellors, Court Authorities or police, etc. and represent the evidence of the special circumstances that apply - the basis on which a judgment will be made on the extension request. For example:</p> <ul style="list-style-type: none"> • Medical Certificate, • Statutory Declaration Outlining Circumstances,
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	<ul style="list-style-type: none"> • Counsellor/ Psychologist Evaluation, • Police Report, • Letter from Employer (on company letterhead), • Court or Legal Documentation, • Other (must be specified). <p>The document/s provided CAN NOT come from the student, family or friends, work-colleague, or peer supervisors.</p>
Independent Person	...refers to a person who is impartial and has no conflict of interest regarding the parties involved, or the matter under investigation. This person will be external to the operations of BECS.
Indirect Discrimination	...occurs when a policy or procedure which appears to treat everyone equally has the effect of disadvantaging certain groups and the requirement is not reasonable. Indirect discrimination occurs when a neutral or seemingly harmless policy, rule or practice has a discriminatory effect against a certain group of people.
Individual Student File	...refers to and include but not limited to, the enrolment form, copy of any training agreement or contract, signed training plan, workshop attendance record, record of contacts, assessment records, training materials, copies of certificates/statements of attainment issued, any notes made by the trainer/assessor about the student/trainee.
Informal Complaint/Grievance	...refers to an expression of dissatisfaction with a process, decision or provision of service at BECS, which is made verbally, by telephone or email.
International Student	...refers to an international student is a client who lives overseas but studying in Australia or overseas enrolled in a BECS course, and whose visit to Australia is authorised by a Visa not related to their enrolment with BECS.
Maximum Course Duration	...refers to the maximum amount of time in which a student is allowed to complete a course of study.
Misconduct	...refers to student behaviour that intentionally disrupts or interferes with the BECS' educational, administrative and/or operational activities, BECS' staff and students.
Moderation	...refers to the review of assessment decision making to ensure consistency in grading.
National Privacy Principles (NPP)	...refers to guidelines from the Privacy Amendment (Private Sector) Act 2000.
Not Assessed (NAS)	...refers to the result/grade reported when a student's required work has not been assessed.
Not Yet Competent (NYC)	...refers to the result/grade reported when a student has not reached competency in a Unit of Competency.
O-T	
Parties:	The complainant and each respondent.
Part Time Study	...refers to students studying part time who have applied for and receive confirmation of enrolment for this mode of study.
Plagiarism	...refers to using as your own the thoughts, writings or creative works of others without acknowledgment.
Qualification	...refers to a qualification which indicates that the individual is competent in all units of competency required to attain a particular certificate e.g. (69795) Vocational Graduate Diploma in Counselling Supervision.
Racial Discrimination	...is a form of behaviour which disadvantages people because of their race, national or ethnic origin, or disadvantages any relative or associate of these people.
Reasonable Adjustment	...refers to the amendment of assessment procedures or assessment materials to enable their use by candidates with specific needs or disabilities.
Respondent(s):	Person/s about whom the complaint is lodged.

Satisfactory Course Progress	...refers to a student who in a study period within a course demonstrates the ability to be deemed competent (C).
Sex Discrimination	...is a form of behaviour that disadvantages people because of their gender. Treating a woman less favorably because she is pregnant or might get pregnant, is a form of sex discrimination as is treating someone less favorably (a man or a woman) because of their marital status.
Special Consideration	...refers to a variation to an assessment task or its due date, or duration of course, which takes into account the impact of unexpected or extenuating circumstances.
Student	A student is a client who is enrolled in a BECS course.
Suspension	...refers to temporary postponement of enrolment during course
Transfer	...refers to changes of a student enrolment conditions from full-time to part-time or from part-time to full-time studies with a new student training plan with BECS. Student remains as a student of BECS.

U-Z

Unexpected or Extenuating Circumstances	...refers to circumstances which have severely affected a student's performance in their studies or assessment, or student's ability in submitting an assessment task by its due date, or prevented a student from attempting the assessment task. These include but are not limited to: <ul style="list-style-type: none"> • Serious Illness / Psychological Condition, • Loss / Bereavement, • Hardship/ trauma.
Unit of Study	...refers to a unit of competence that may be taken in a course.
Unsatisfactory Academic Progress	...refers to a student who is deemed Not Yet Competent (NYC) in the same unit of study twice.
Withdrawal	...refers to when a student enrolment terminated. Student is no longer a student of BECS.