

***DARE - to Achieve***

**Driver And Rider Education Pty Ltd**

# Student Handbook

V7.0-23

**DARE - Driver And Rider Education Pty Ltd**

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## Handbook Disclaimer

This handbook contains information that is correct at the time of printing. Changes to legislation and/or training provider policy may impact on the currency of information included. DARE - Driver And Rider Education Pty Ltd reserves the right to vary and update information without notice. Readers are advised to seek any changed information and/or updates from the training provider.

This handbook has been prepared as a resource to assist students to understand their obligations and those of the training provider. All students must read, understand, be familiar with, and follow the policies and procedures outlined in this handbook.

Further information can be obtained by contacting:

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*DARE acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our company is located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. DARE is committed to honoring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.*

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## Introduction

Welcome to **DARE - Driver And Rider Education** Pty Ltd [ABN 67 087 346 870], **RTO #90431**

We are a specialised vocational education provider; and we ensure excellence in teaching services for the Driver Training Industry. Our philosophy encompasses first class customer service and the delivery of premium quality vocational educational training and assessment to all of our trainees.

We are also committed to assisting you in furthering your career and reaching extra goals within the Driver Training Industry by recommending membership of the **NSW Driver Trainers Association**. [www.nswdta.com.au](http://www.nswdta.com.au)



Our teachers, trainers and assessors are highly qualified and have extensive experience in all aspects of the Driver Training Industry; are affiliated through membership, with the peak National Industry Associations and are here to support you throughout the entire training programme of your choice.

## About Us

**DARE - Driver And Rider Education** Pty Ltd (DARE) is a Registered Training Organisation (RTO) providing nationally recognised training and assessment services to the driver training industry. Based in the local government area of Wollongong, NSW, we have a specialised scope focusing on driving education for both light and heavy vehicles.

With nearly 30 years' experience in driving instruction and driver training, our business leaders' mission and vision are to provide high quality, flexible and industry relevant training that develops safer drivers, allowing us to be recognised as a leading provider of car and heavy vehicle driver training. We develop our students to train safe and drive safe.

With a modern fleet of instructional vehicles, unique learning facilities and practical training environments, our focus is on safety where we provide contextualised and structured programs that meet industry licensing, accreditation and authorisation requirements. Our training programs are flexible, industry relevant and competency based to meet the needs of employers and industry alike. Here at DARE, our quality programs provide realistic scenarios and extensive practical training, so our students gain the knowledge, skills and experience they need to drive safely and go home each day.

As an RTO, DARE is committed to exceeding the Standards for NVR RTOs 2015 and operating in accordance with the National VET Regulation Act 2011. DARE strives to deliver high quality, innovative and engaging training that is relevant to our community, employers and industry. We empower our students and local businesses to achieve their goals by providing a genuine and supportive student focused approach. Our commitment to continuously improving our service offerings mean we can continue to evolve to meet the needs of our community through innovative education and learning opportunities.

We are a Registered Training Organisation that delivers qualifications from the Australian Qualifications Framework (AQF). We are regulated by the Australian Skills Quality Authority (ASQA), who are the national regulator for the vocational education and training (VET) sector and are responsible for regulating approximately 90% of Australian vocational education and training (VET) providers. ASQA accredits VET courses to ensure they meet nationally approved standards, based on industry, enterprise, education, legislative and community needs and monitors DARE's performance and quality to ensure that we maintain a commitment to our students and that we continue to meet national standards.

## Code of Conduct

As a responsible member of the VET community, DARE - Driver And Rider Education Pty Ltd follows a Code of Conduct which outlines how students can expect us to behave. Similarly, we have expectations for student behaviour.

DARE's Code of Conduct states that:

*'DARE promotes a culture that values high ethical standards and behaviours. We will not condone any behaviour or actions that may reasonably offend, insult, humiliate, discriminate against, or result in the risk of violence to another person or group of people or which puts DARE's reputation at risk.'*

DARE ensures that we all act with integrity and adhere to the Code of Conduct in our behaviour and decision making. The Code of Conduct details the standards expected in order to ensure difficulties and decisions are dealt with in an ethical and fair manner.

***When you enrol into one of our programs, you must agree to the terms and conditions outlined in this handbook.***

## General Information

### Legislation

We are subject to a variety of legislation related to training and assessment as well as general business practice. Current legislation that effects our operations includes but is not limited to the legislation listed below, and may be kept updated by going to: [www.legislation.nsw.gov.au](http://www.legislation.nsw.gov.au) OR [www.comlaw.gov.au](http://www.comlaw.gov.au)

- Apprenticeship and Traineeship Act 2010 #131 (Jul 1<sup>st</sup> 2011)
- Apprenticeship and Traineeship Regulations 2010 (Jan 1<sup>st</sup> 2014)
- NSW Child Protection Act 2012 (Working with children) #51 (May 1<sup>st</sup> 2014)
- NSW Child Protection Regulation (Working with children) (Ver b Dec 2013)
- Federal Copyright Act, 1968. (Ver Dec 19<sup>th</sup> 2005)
- Federal Copyright Amendment (Digital Agenda) Act 2000
- NSW Dangerous Goods (Road & Rail Transport) Act 2008 #95
- NSW Dangerous Goods (Road & Rail Transport) Regulation 2014 (Jun 27<sup>th</sup> 2014)
- Equal Opportunity for Women in the Workplace Act (1999)
- NSW Anti-discrimination Act 1973 #48 (Ver May 20<sup>th</sup> 2014)
- NSW Anti-discrimination Regulation 2014 (Ver Aug 29<sup>th</sup> 2014)
- NSW Driving Instructors Act 1992 #3 (Ver Jul 1<sup>st</sup> 2013)
- NSW Driving Instructors Regulation 2009 (Ver Jun 1<sup>st</sup> 2014)
- NSW Work Health and Safety Act 2011 #10
- NSW Work Health and Safety Regulation 2011
- Privacy Act and National Privacy Principles (2001)
- Road Transport Acts and Regulations
- Federal Trade Marks Act and Regulation (1995) #119
- Vocational Education and Training Accreditation (Commonwealth Powers) Act 2010 #131
- Federal Insurance Act 1973 (Ver Jul 13<sup>th</sup> 2005)

### Harassment and Discrimination

DARE considers harassment to be any unwelcome behaviour that offends, humiliates, or intimidates any other person on any grounds, either sexual or non-sexual. Harassment due to race, sex, pregnancy, religion, marital status, sexual preference, disability, transgender status or age is against the law under Anti-Discrimination legislation. At all times we will provide an environment that is free from all forms of harassment and discrimination (including victimisation and bullying).

Everyone, regardless of whether they are a student, trainer, administration or support staff, is entitled to expect the same rights.

- The right to learn, teach or carry out their duties,
- The right to be treated with respect and treated fairly,
- The right to be safe in the workplace; emotionally and physically,
- The right to have all reports of harassment and discrimination be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- The right to inform **DARE** management of any harassment or discrimination and management has the responsibility to take immediate and appropriate action to address it,
- The right to confidentiality and discretion when initiating or becoming involved with a complaints grievance or appeal.
- The right to know, that whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation,
- The right to receive information, support and assistance in resolving the issue.

Students have the responsibility to:

- Allow others to learn,
- Make our premises safe by not threatening, bullying or hurting others in any way,
- Make the classroom safe by obeying directions,
- Make our premises safe by not bringing illegal substances or weapons onto our premises,
- Not steal, damage, or destroy the belongings of others.

Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised. Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers.

Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good national faith.

### ***Definitions***

**'Bullying'** - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

**'Confidentiality'** - refers to information kept in trust and divulged only to those who need to know.

**'Discrimination'** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.

**'Harassment'** - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**'Personnel'** - refers to all directors and employees (full-time, part-time or contract) of **DARE**Pty. Ltd.

**'Racial Harassment'** - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

**'Sexual Harassment'** - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

**'Victimisation'** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

## Students' Rights and Responsibilities

### *Students' Rights*

**DARE** recognises that all students have the right to:

- Expect **DARE** to provide teaching of a high quality that recognises and appreciates their individual learning styles and needs,
- Have access to all **DARE** services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation,
- Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for training and assessment,
- Be advised of the learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement,
- Appeal for a review of the results of an assessment,
- Expect to achieve the published learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it,
- Learn from fully qualified, competent and diligent teachers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess the students' work fairly,
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination,
- Be treated with dignity and fairness,
- Expect that **DARE** will be ethical and open in our dealings, our communications and our advertising,
- Expect that **DARE** will observe our duty of care to them,
- Efficient handling of administrative matters and in the processing of fees, concessions, refunds etc,
- Privacy and confidentiality, and secure storage of their records in accordance with our policies, to the extent permitted by law.

### *Students' Responsibilities*

Students are responsible for:

- **Obtaining their Unique Student Identifier (USI) prior to enrolment with **DARE**.**
- Understanding and accepting the enrolment conditions for the course/s they undertake.
- Providing accurate information about them at time of enrolment, and to advise us of any changes to their address or phone numbers.
- Paying of all fees and charges associated with their course and providing their own course requirements where notified.
- Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them.
- Regular and punctual attendance.
- Ensuring they attend classes sober and drug free, and smoke only in designated open areas away from other people.
- The security of their personal possessions while attending a course.
- Promptly reporting incidents of harassment or injury to **DARE's** administration office.
- Respecting **DARE's** property and observing policy guidelines and instructions for the use of equipment.
- Seeking clarification of their rights and responsibilities when in doubt.



### ***DARE's Rights***

As an RTO, we have the right to:

- Program to run and/or cancel any course, ensuring all students are notified and supported.
- Adjust course fees, times, or dates for the whole or any part of a program as required.

### ***DARE's Responsibilities***

As an RTO, we have the responsibility to:

- Support students in learning, studying, and developing skills in a safe and healthy educational and social environment.
- Do our best to make sure that students can complete their course in ways that are convenient to everyone.
- Make changes to course delivery, timetable, and location only if it is in the best interests of all our students or if the advantages of the changes will outweigh any inconveniences.
- Advise students of changes to fees, course delivery, timetable, and location and of any alternative arrangements available.
- Protect the welfare of children and other vulnerable people who may encounter our students during the work-placement or work experience components of a course, visits to industry and simulated workplace settings.
- Request students (where applicable) to sign a declaration in relation to their history of violent or abusive behaviour or dealing with vulnerable people.

Where there are any changes to agreed services, we will advise students as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.

### ***Student Support, Welfare and Guidance***

DARE is dedicated to the success of our students, which is why we offer a range of student services and networks to ensure ongoing engagement and motivation. We wish to ensure that all students are supported in their studies to the full extent possible, thus any student who is experiencing any difficulties with their studies should see their trainer, or another member of the RTO staff.

The staff member will ensure that the full resources of the RTO are made available to ensure that you are given every opportunity to achieve the required level of competency in all accredited courses. Educational and support services can include:

- Pre-enrolment materials.
- Study support and study skills programs.
- Language, literacy, and numeracy (LLN) programs or referrals to these programs.
- Equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity.
- Learning resource centres.
- Mediation services or referrals to these services.
- Flexible scheduling and delivery of training and assessment.
- Counselling services or referrals to these services.
- Information and communications technology (ICT) support.
- Learning materials in alternative formats, for example, in large print.
- Learning and assessment programs contextualised to the workplace, and
- Use of trained support staff including specialist teachers, note-takers and interpreters.

Furthermore students seeking advice on welfare or guidance on other matters may make an appointment at any time to see a student support officer for free advice relating to study on:

- managing your time
- setting and achieving your goals
- motivation
- ways of learning
- coping with assessments
- looking after yourself

Students with a disability or barrier to learning are encouraged to identify their disadvantage in the application process to ensure that appropriate resources and adjustments can be made prior to commencing the program. We support students with equal opportunity in their studies in accordance with the Disability Discrimination Act 1992 (Cwlth).

Our staff will assist you in how to seek help with local welfare and guidance services.

## **Work Health and Safety**

The NSW Work Health and Safety Act prescribes the employer's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others in the work place. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training including topics such as safe work procedures and appropriate hygiene,
- properly maintained facilities and equipment, including the provision of personal protective equipment such as gloves, eye protection and sharps containers where required,
- a clean and suitably designed work place.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure student safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Implement regular fire drills and provide first aid courses to all staff and students,
- Display first aid and safety procedures for all staff and students to see,
- Report any identified Work Health and Safety hazard to the appropriate staff member as required.

## Policies and Procedures

### Access and Equity

DARE promotes, encourages and values diversity and providing our students with a learning environment that fosters success. We are committed to providing opportunities to all people for advancement in training on an equitable basis, including industries where women are under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote learners.

All students have equal access to our programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All students who meet the entry requirements (and any others imposed by Transport for NSW) as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Any issues or questions which arise regarding access and equity can be directed to the Chief Executive Officer.

Some examples of our support include:

- We are able to offer Language and Literacy support to students who have difficulty with written or spoken English.
- Equally so, we are able to support students with numeracy issues.
- As the qualifications are largely self-paced we are able to accommodate the unique needs of expectant or new parents or students with other carer's responsibilities.
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of students.

The principles of Access and Equity are covered at our staff induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications received.

### Complaints and Grievance Resolution

DARE will deal with any complaint and/or grievance in an effective and timely manner. DARE has processes in place for all course students to lodge complaints and /or grievances in relation to any matter other than academic decisions in relation to any DARE course or service.

In the event of a complaint or a grievance the student should first approach the person with whom they have the complaint or grievance in an attempt to informally resolve the problem. If the student feels that this is not possible the student should seek the support of their trainer or another staff member who will assist in providing a Complaint/ Grievance form.

All complaints and/or grievances are to be recorded in writing. The trainer will pass on your complaints form to the RTO's Management who will in turn act upon the grievance or complaint.

The Complaint/Grievance resolution process will allow for:

- An opportunity for all persons to formally present his or her case.
- An independent review by an external grievance consultant or appropriate body if requested by either party.
- The outcome of the grievance/complaint to be communicated in writing to the student.

All grievances/complaints are reviewed at Management Review Meetings and where appropriate fed back into the continuous improvement process. Results of all grievances are communicated in writing to the student and a copy of this communication is also kept on file, both on the complaints register and in the student's individual file.

If the student is still not satisfied with the resolution of the grievance, they are able to seek advice and further assistance from ASQA.

## Appeals Process

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 Qualification Framework and in accordance with the Australian Quality Training Framework.

A fair and impartial appeals process is available to all students. If a student wishes to appeal his/her assessment result, he/she must first discuss the issue with the Trainer/Assessor, and the student wishes to proceed with the appeal then the student should complete an appeals application.

All appeals are recorded in writing, and the results of the appeal process will also be communicated to the student in writing including reasons for the decision made.

The appeals process will allow for the student to formally present their case, and will also allow for the appeal to be heard by an independent person or panel if requested. A copy of this communication is also kept on file, both on the complaints register and in the student's individual file.

### *Grounds for Appeal*

An application for appeal will be considered where:

- A student claims a disadvantage because the trainer did not provide a subject outline,
- A student claims disadvantage because the trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline,
- A student claims disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied to him or her
- A student is of the view that a clerical error has occurred in the documenting of the assessment outcome,
- A student claims that there is a discrepancy between the practical observation and the formal assessment.

If the appeal for re-assessment is proven we will make all necessary arrangements to conduct the re-assessment of the student at a time that is mutually convenient for all parties concerned, and if required the appeal will be heard by an independent person or panel.

All appeals are recorded and reviewed at Management Review Meetings.

## Additional Options

If in the instance of an appeal or complaint not being resolved, there are other avenues of complaint. These include:

- The Office Fair Trading for complaints regarding non-training issues such as disputes over refunds or charges.
- The Australian Skills Quality Authority (ASQA) is the national regulator of training and assessment delivery - [www.asqa.gov.au](http://www.asqa.gov.au).
- The WorkSafe Authority in your state is the point of contact for any Work Health and Safety issue.
- The relevant State Training Authority.

## Consumer Protection

DARE provides protection for our consumers as part of our provision of quality training and assessment products and services. The Consumer Protection Policy Procedure advises our prospective and current students and customers on their rights and obligations as consumers. Under this policy, we provide:

- Accurate information about our services and fees.
- Information about student rights and responsibilities.
- Training and support necessary to allow achievement of competency.
- Quality training and assessment experiences.
- Clear and accessible feedback and a consumer protection system including an identified consumer protection officer.
- A complaints and appeals procedure.
- Procedures for protecting personal information.

## Fees and Refunds Policy

### *Fees*

The applicable fee for each course offered by DARE is outlined on our website.

Several factors will determine how much students will pay for their program. This includes things like:

- The course or program and its duration.
- Study load and mode (full time, part time, face-to-face, online etc.).
- Any credits that may be applied through direct credit transfer, recognition of prior learning.
- Any previous qualifications held.
- Eligibility for subsidies or concessions if applicable.

Irrespective of the availability and receipt of government subsidies by an employer, school, or student, it is a requirement of DARE that where enrolment fees, administrative charges or other charges are applicable, these must be paid before or at the time of enrolment by the method stated.

Our fees and charges are reviewed on a yearly basis and are subject to change.

### ***Fee Protection***

DARE is aware of its obligation as Registered Training Organisation to protect student fees paid in advance. To this effect, it has the following fee protection policy in place:

***DARE - Driver And Rider Education Pty Ltd is required to protect fees paid in advance for nationally recognised training. To meet this regulation, DARE may accept payment of no more than \$1,500 from individuals prior to the commencement of their course.***

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

Where fees are paid in advance, these payment records will ensure that the student's payments are recorded separately and DARE management will be responsible for ensuring that fees paid in advance are accounted for.

### ***Additional Fee Information:***

Prior to enrolling into your chosen program, you will be informed of any additional costs for equipment, textbooks or field trips that may be required. This information will also be included on our website.

Students must have paid the relevant fees in full to receive any credentials. If fees are not paid in full, DARE will not issue Certificates or Statements of Attainment and, in certain circumstances, will refer students' debt to a debt collection agency.

In some circumstances (i.e., under certain Awards) an employer or support agency will pay the fee on behalf of the students, however, no credentials will be issued to this payer, unless written authorisation is provided by the student themselves.

No additional fees will be incurred by the students if a third party is delivering training and assessment on our behalf (known as a Third-Party Arrangement).

Skills Recognition or Credit Transfer approvals will incur a fee adjustment, that you will be provided upon enrolment.

A processing fee applies if past students request a re-issue of a document that has been previously issued. Document re-issue fees apply to:

- Statement(s) of Attainment.
- Certificates and Diplomas.
- Record of Results.

### ***Failure to Make Payment***

All fees and charges must be paid by the due date. Failure to pay fees and charges may result in any or all of the following, until the full amount is paid:

- a) Suspension from attending or participating in the course.
- b) Exclusion from assessment activities.
- c) Withholding of qualification and academic record.
- d) Termination of the enrolment.
- e) Exclusion from any future enrolments at DARE

### ***Other Fees***

#### **Replacement of Training Materials**

DARE will charge a fee to replace any lost training and/or assessment materials that have been previously issued.

#### **Fees for Recognition of Prior Learning (RPL) or Credit Transfer (CT)**

Fees will be adjusted for RPL or Credit Transfer for any units in the Training Program.

#### **Cancellation Fee**

If a student withdraws their enrolment prior to the commencement of their course they may be entitled to receive a refund of monies paid, however, DARE will retain the non-refundable administration fee of \$595. This fee covers the costs that DARE has already incurred in processing the application, enrolment, resources and payments.

If a student withdraws from the course after the scheduled start date, no refund is applicable, and they may be required to pay any outstanding balance.

To apply to withdraw, students must complete the ***Application for Withdrawal / Deferral Form***. It is advisable that the student first contact front office prior to submitting the form.

### ***Refunds***

DARE maintains a fair and equitable refund policy that outlines the concurrences for which we would grant a refund of fees paid. If a student withdraws from their program, they must discuss this with their trainer to determine if a full or partial refund may be applicable. We ensure that a full refund of pre-paid fees will be made if a course is cancelled by us

An application for refund of course fees under all other circumstances must be made in writing to us.

A refund is available up to ten working days prior to the commencement of the training program. Cancellation of enrolment under these circumstances will incur a \$595 administration fee.

No refund is available where cancellation is made less than ten (10) working days prior to the commencement of a course, or to students who leave before finishing the course.

Students cancelling within ten (10) working days of a course commencement have the opportunity to transfer their enrolment to an identical course schedule within 6 months of the original course without financial penalty.

Refunds will be considered on a pro-rata basis for students who fall ill or are injured to the extent that they can no longer undertake the course providing a supporting Medical Certificate is supplied to us upon request.

However, should students wish to finalise incomplete units of competency in a future course the original fee can be used as a credit towards that course within six months of initial payment.

In all other cases, refunds are at the discretion of management and may be negotiated on an individual case-by-case basis.



## Privacy

DARE strongly supports the privacy and confidentiality of our students. Information is collected, used and stored in accordance with the Privacy Act 1988 (Cth) and the Trade Practices Act 1974 (Cth) and the National Privacy Principles. We operate in compliance with current privacy legislation (2001). All training staff has current knowledge of privacy policies as they relate to an RTO. We will ensure that all required procedures are followed to ensure your rights to privacy.

Any information gathered will only be utilised for the purposes of delivery of training and assessment services and the documentation compliance requirements according to the VET Quality Framework.

Certain general, non-specific information such as location, sex, age and results may be passed on to other agencies to inform future funding arrangements and/or statistical data gathering requirements. These agencies may include State/Territory Departments of education and training and the National Centre for Vocational Education Research (NCVER).

We will not share personal information to any person or agency without a student's permission, unless required to do so by law. Information is not given to any other agency, organisation or anyone else unless one of the following applies:

- a) You have given us permission.
- b) You would reasonably expect, or have been told, that information of that kind is usually passed to those individuals, bodies, or agencies.
- c) It is required or authorised by law, or
- d) It will prevent or lessen a serious and imminent threat to somebody's life or health.

Please refer to the Privacy notice at the back of this handbook.

## Student Training Records

We have in place a policy and procedure for the collection, storage and protection all the training records of individual students to meet training and assessment activity requirements.

All hard copy records including personnel files and Learner records are stored in a locked secure office area. Electronic records are saved on a password protected computer system and training records are stored in our Student Management System. We protect records by maintaining up to date virus, firewall and spyware protection software.

### Definitions:

**Training Records** covers all types of documentation and information relating to training and assessment activities. It includes but is not limited to:

- student enrolment data,
- commencement and completion dates for individuals of all competency units,
- individual student assessment information for each unit of competency,
- information on awards issued (award, date, certificate number),
- individual student participation data (assignments / assessments where practicable, attendance),
- documentation / records of grievances, complaints, appeals,
- recognition (RPL/RCC) process documents (application and results).

We are committed to maintaining and safeguarding the confidentiality and privacy of all individual student's information. We will document and implement procedures to assure the integrity, accuracy and currency of all student records.



Hardcopy student records are stored in a secure premises requiring key access. Electronic records are backed up weekly to rewritable material and are protected from unauthorised access by password controls.

Further protection of the electronic data and its computer systems is provided by commercial antivirus software systems which automatically update their virus definition files on a weekly basis.

Further computer system protection is provided by commercial firewall software which monitors and protects our computer systems from unauthorised access via the internet.

Student results will be archived by DARE or Dept. Education for a period of not less than 30 years.

Training records other than student results will be collected and stored for a period of five years unless otherwise required.

### **Student Training Records Procedure**

Each individual student will have a personal file for storage of training records. Student training documentation will be stored in a secure manner (individual files in locked areas; electronic files with access by password only, off-site electronic storage and retrieval plus electronic back-up).

All trainers / assessors involved in the training programme will be informed of their responsibilities under this policy. Requests for access to information must be in writing and the release of information the decision of our Chief Executive Officer. Records of student results for each unit of competency will be as per ASQA requirements so as to limit the amount of rework.

### ***Access to Student Training Records***

Access to individual student training records meet Commonwealth and State Privacy legislation and will be limited to:

- individuals wishing to access their own personal records,
- individuals authorising (in writing) release of specific information to third parties,
- our staff that require this information as part of their job role,
- officers from ASQA or their representatives for activities required under the Standards for Registered Training organisations and User Choice,
- legal requirements (e.g. subpoena / search warrants / social service benefits / evidence act).

### **Third-Party Arrangements**

If your course includes delivery by a Third-Party Provider, DARE will advise you of the arrangement prior to the program commencing. You will also be advised of:

- The name and contact details of any third party that will provide training and/or assessment, and related educational and support services to you on our behalf, and
- Your rights, including: if DARE, or a third-party delivering training and assessment closes or ceases to deliver any part of the training product that you are enrolled in.
- Any changes to Third-Party Arrangements.

## Discipline

We will make all attempts to provide our training and assessment services in a spirit of co-operation and mutual respect. There are times however when a disciplinary action must be taken to ensure the safety and well being of all students and staff. Examples of when disciplinary action may be required to be taken include when a student:

- fails to attend the required minimum number of classes for any course without reasonable explanation,
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner),
- brings onto or consumes on our premises any alcohol or spirits,
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol,
- damage or remove any property or resource of ours or any training venue hired by us,
- assault (physically or verbally) any person or persons on our premises or any training venue hired by us,
- fail to comply with any instructions given by a member of staff relating to the safety of any person or persons on our premises,
- exhibits any form of conduct whilst on our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present,
- enters any part of our premises or any other place to which students have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises.

When disciplinary action is taken, the Chief Executive Officer will notify the student of the reason for the action.

- A verbal warning will be given to the student and documented on the student's individual file,
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the student and a written warning will be provided to the student. A copy of this warning will be noted and kept on the student's individual file,
- In the event that the behaviour continues beyond the written warning, the student will be removed from the training program. Notification of their removal will be made in writing and a noted copy will be placed on the student's individual file.

If a student wishes to express a grievance in relation to the disciplinary action taken, they have the opportunity to follow our grievance procedure.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management and students. Any breach of our disciplinary standards will be discussed with the trainer and the Chief Executive Officer and the appropriate action will be taken.

## Nationally Accredited Training

### *The Standards for RTOs 2015*

You are about to consider becoming a student in a process that can result in achieving a nationally accredited and recognised Qualification. This Qualification can only be delivered to you by an organisation that has met the required Standards to achieve registration from ASQA and is also a Transport for NSW Accredited Service Provider.

The required Standards are defined in the Standards for Registered Training Organisations 2015. ASQA audits Registered Training Organisations (RTOs) to ensure compliance against these Standards. As a long-registered RTO since 1997, **DARE** is audited during each subsequent registration period to ensure compliance to these Standards. We are currently Accredited until 2023.

These Standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system. The Standards are arranged into eight separate divisions labeled Standard 1 through to Standard 8.

### **Standard 1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses**

*Learners, employers and industry must have confidence in the integrity, currency and value of certification documents issued by RTOs, through high quality training and assessment practices that:*

- *meet the requirements of training packages and VET accredited courses;*
- *is responsive to industry and learner needs; and*
- *is delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment.*

*The RTO's training and assessment strategies and practices must have regard to the amount of training required for the learner to gain the competencies as specified in the relevant training package or VET accredited course. The amount of training will vary depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements.*

*To ensure thorough and rigorous assessment practices and results, RTOs must implement a comprehensive plan of systematic validation. RTOs must use a risk-based approach to developing the plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.*

*Trainers and assessors who are involved in training and assessment delivery being considered as part of the validation process may also participate in the validation process.*

*There are differences in the operating characteristics and business objectives of RTOs and the evidence RTOs use to demonstrate compliance with this Standard will reflect those differences.*

### **Standard 2. The operations of the RTO are quality assured.**

*The RTO is ultimately responsible for ensuring quality training and assessment within their organisation and scope of registration, regardless of any third party arrangements where training and/or assessment is delivered on their behalf. This includes where the RTO subcontracts the delivery of services to a third party and the third party further subcontracts the delivery of services, but the AQF certification documentation will be issued by the RTO. The RTO must have a written agreement with any party that delivers services on its behalf.*

The RTO is responsible for developing, implementing, monitoring and evaluating quality training and assessment strategies and practices that meet training package and VET accredited course requirements.

Evaluating information about performance and using such information to inform quality assurance of services and improve training and assessment is sound business and educational practice. The information used to evaluate RTO performance must be relevant to the operating characteristics and business objectives of the RTO and will vary from one RTO to another.

**Standard 3. The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.**

To maintain the integrity and national recognition of training products, AQF certification must be consistent in presentation and RTOs must accept the certification issued by other RTOs. This is the purpose of nationally agreed requirements about the nature of certification content and presentation and maintenance. Learner needs should be met through timely issuance of AQF certification documentation and access to their records.

RTOs are not obliged to issue any certification that would be entirely comprised of units or modules completed at another RTO or RTOs.

**Standard 4. Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.**

The RTO is ultimately responsible for ensuring transparent and accurate information about RTO services and performance is accessible to prospective and current learners and clients of the RTO, regardless of any arrangements to have this information distributed on behalf of the RTO.

Transparent and accurate information about RTO services and performance enables prospective and current learners and clients to make informed decisions regarding their training and/or assessment needs.

The information about RTO services and performance provided by the RTO must be relevant to and reflect the needs of the client which will vary from RTO to RTO.

**Standard 5. Each learner is properly informed and protected.**

In order to ensure that learners are adequately informed about the services they are to receive, their rights and obligations, and the RTO's responsibilities under these Standards, the RTO must provide learners with information prior to commencement of services including any third party arrangements affecting the delivery of training and/or assessment. This is to occur regardless of the manner in which the learner has been engaged, and whether the learner was initially engaged by the RTO itself or a third party.

The RTO is to provide or make readily available information to the learner that outlines the services the RTO will provide the learner, along with the rights and obligations of the learner and the RTO.

The RTO may provide information to the learner through one or more documents, for example an enrolment form, policy, employment contract or agreement, induction handbook or documented practice, training plan or training contract.

**Standard 6. Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.**

RTOs must implement a transparent complaints and appeals policy that enables learners and clients to be informed of and to understand their rights and the RTO's responsibilities under the Standards.

Enterprise RTOs and volunteer associations that do not charge fees for the training and/or assessment and only provide training to employees or members are not required to maintain a separate complaints and appeals

policy in relation to their training and assessment. These organisations must ensure, however, that their organisation's complaints policy is sufficiently broad to cover the activities as an RTO.

**Standard 7. The RTO has effective governance and administration arrangements in place.**

*Business viability is critical to the ongoing sustainability of an RTO and the investment it makes in its services. If RTOs are not viable, then this negatively impacts on the quality of its training and assessment outcomes and on learners.*

*Operational and financial business standards therefore provide important protective measures for the learner and RTOs, as well as acting as a disincentive for underprepared organisations to enter the market.*

*The factors determining the viability of an RTO are dependent upon the business objectives and operating characteristics of the RTO. For example, the factors determining the business viability of an enterprise RTO embedded within a major Australian business may be different to those impacting upon a private provider or a publicly-owned TAFE Institute.*

**Standard 8. The RTO cooperates with the VET Regulator and is legally compliant at all times.**

*RTOs need to comply with the requirements of the RTO Standards as well as other relevant Commonwealth, State and Territory legislation. This is critical if RTOs are to deliver training products that have integrity and which fulfil their obligations to their clients.*

*It is important that third party arrangements are documented and transparent to facilitate the Regulator's knowledge that such arrangements exist. This will enable them to factor this into the risk profile they apply when enforcing compliance with the Standards and to review, in the context of RTO audits, the terms of the third party arrangements and the effectiveness of the arrangements in facilitating compliance with these Standards.*

## Student Selection

We will use a range of criteria in our selection of students for entry into courses. Information used as selection criteria may include relevant skills, experience and career plans.

It is the responsibility of each individual potential student to discuss this information with our staff prior to enrolment, and to provide relevant evidence to substantiate their claims. The information supplied will be used to assist in the decision as to which applicants will be offered an available place in a course.

### ***Entry Requirements***

Some of our learning programs may have entry requirements prior to enrolling. When you enrol into one of our programs, the entry requirements are clearly displayed in the course information on our website.

Various courses that we offer may require a different type of selection criteria, such as the Driving Instructor Course which requires an 'Eligibility Advice' to be issued by Transport for NSW.

However, the common selection criteria utilised by us is as listed below:

1. The ability and commitment of the potential student to complete the course,
2. Why the applicant wishes to enrol in the course and how this course is relevant to their personal career plans,
3. Any other defined relevant National Training Package pre-requisites.

These entry requirements are the minimum qualifications, knowledge, skills, experience and/or attributes that a student must hold to be considered for entry into some courses.

Other entry requirements may relate to things such as:

- Previous work experience or education.
- Specific levels of language, literacy and numeracy (LLN) skills.
- Access to a relevant workplace where required competencies can be practiced.
- Access to a computer, software and the capacity to access online materials.
- Access to an internet connection with enough capacity to download course materials.
- Access to specific materials such as personal protective equipment (PPE) or other tools of trade.

Courses delivered by DARE may expose students to both physical and psychological challenges and activities. It is the responsibility of the student to advise the trainer of any known physical, medical or psychological conditions.

Disclosure of these conditions will not prejudice the student's opportunity to achieve the course outcome but will allow the trainer to cater for any special needs where required.

### ***Pre-requisites***

Some units of competencies and/or qualifications may have specific pre-requisite requirements that must be met prior to a student's enrolment in the training product.

These pre-requisites usually involve the requirement for students to hold specific qualifications or units of competency. Evidence that students meet all course pre-requisites are required before acceptance to a course.

## **Enrolment**

All potential students must complete an enrolment application and meet any required eligibility criteria for subsidised training, prior to being accepted into any of DARE's programs. The application must be completed, and it is advised to disclose information about any special circumstances and/or training needs that you may have.

Information on the fees and charges relating to your proposed course of study will be provided to you and payment terms and methods will be agreed upon.

Once all enrolment documentation has been received, and the relevant fees paid, you will be enrolled into the program and a trainer and assessor assigned to support you through your learning.

### ***Unique Student Identifier (USI)***

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of their qualifications gained from 1 January 2015, regardless of the provider.

**All students are required to obtain their USI and nominate DARE as being able to add vocational education qualifications**

DARE cannot issue Certificates or Statements of Attainment without a verified USI. Therefore, it is mandatory that all students supply their USI upon enrolment. You can apply for your USI at <https://www.usi.gov.au/students/create-usi>.

If you are unable to create your own USI or require further assistance, contact DARE or the Office of the Student Identifiers Register (USI Office) [www.usi.gov.au/contact-us](http://www.usi.gov.au/contact-us).



## Induction

**We may conduct a student induction and Language and Literacy Test prior to enrolment and the commencement of training and assessment for all courses and qualifications.**

This induction process is for all students and will include detailed explanation of the following:

- Details of all DARE staff,
- Explanation of the student's rights and responsibilities,
- Record keeping and access to files,
- Training and Assessment Procedures,
- Qualifications to be issued,
- Complaints, Grievance and Appeals Procedure,
- Copy of the course timetable,
- Information about the course content and its vocational outcomes,
- Required student behaviour,
- Contact details for absenteeism or other issues.

Confirmation that all the above information was provided and handouts were distributed is required to be acknowledged by the student. **At the bottom of your 'Enrolment Application' is an acknowledgement which is to be signed and return to our administration office.** This acknowledgement and enrolment form will then be kept within your individual student file.

### *Language, Literacy and Numeracy (LLN)*

We aim at all times to provide a positive and rewarding learning experience for all of our students. Our enrolment form asks you to provide information regarding your LLN requirements or any other special learning needs. In the event of LLN becoming an issue, the Administration Staff will contact the student to discuss their requirements.

**A Language and Literacy Test may be a pre-requisite to Course entry.**

You must ensure that you have discussed with the Administration Staff any concerns they may have about your capacity to participate because of any Language, Literacy or Numeracy difficulties.

Where language, literacy and numeracy competency is essential for course students, (ALL Driving Instructor delivery of course content and assessments are ONLY conducted in English) we will make every effort to ensure that you are adequately supported to enable you to complete your training. Some examples of the type of support that we can offer include:

### *Literacy*

- Providing students only essential writing tasks,
- Provide handouts in an audio format via either memory stick or on CD,
- Consider the use of group exercises so that the responsibility for writing rests with more than one person,
- Provide examples and models of completed tasks,
- Ensure that documents and forms are written and formatted in plain English,
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used,
- Assessments can be conducted using the interview technique where required.

### *Language*

- Present information in small chunks,
- Speak clearly, concisely and not too quickly,
- Give clear instructions in a logical sequence,
- Give lots of practical examples,
- Encourage students to ask questions,
- Ask all questions to ensure students understand.

### *Numeracy*

- Ask students to identify in words, what the exact problem is and how they might solve it,
- Show students how to do the calculations through step by step instructions and through examples of completed calculations,
- Help students to work out what math's/calculations/measurements are required to complete the task,
- Encourage the use of calculators and demonstrate how to use them.

## **Skills Recognition and Credit Transfer**

DARE offers assessment only pathways that promote Recognition of Prior Learning (RPL) and consider competencies currently held, regardless of how, when or where the learning occurred. Any applications for RPL or Credit Transfer should be made at enrolment and evidence must be supplied.

### *Recognition of Prior Learning (RPL) and/or Current Competence (RCC)*

All of our potential or enrolled students are provided with full recognition of their current skills and knowledge. We promote acknowledgment of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning (RPL) process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training and formal education. It is known as Recognition of Current Competence

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies currently held, rather than on how, when, or where the learning occurred,
- demonstrated commitment to recognising the prior learning of adults,
- providing access to the RPL process for all potential students of courses,
- undertaking RPL processes which are fair to all those involved, providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course students.

All applicants are offered RPL at time of enrolment and can elect to be considered for RPL by selecting the option available. The special needs of RPL applicants are recognised by us and we will make the all necessary and reasonable adjustments (taking into account such areas as LL&N) during the RPL assessment process where appropriate.



A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved the necessary competencies/learning outcomes to the required standard in the relevant national training programme. All assessment mechanisms used are valid, reliable, flexible and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process is to:

- minimise duplication of learning, training or skill acquisition,
- allow the completion of studies in the shortest possible time,
- provide clear RPL outcomes and access to further learning/training and career development,
- provide quality advice and support to potential and current applicants,
- conduct the RPL process only in respect to courses that we are registered to assess,
- ensure that only fully qualified consultants are involved in the RPL process,
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned.
- recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of mutual recognition,
- ensure that the RPL processes are monitored, evaluated and updated where appropriate,
- advise all RPL applicants of their right of appeal through the formal process,
- ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

### ***Credit Transfer***

Credit Transfer is available to all students enrolling in any of the courses on our scope of registration.

Credit Transfer – means credit towards a qualification granted to students on the basis of outcomes gained by a student through undertaking courses or training package qualifications with another Registered Training Provider.

### ***Mutual Recognition***

All AQF qualifications and statements of attainment issued by other registered training organisations will be fully recognised by us.

Students enrolling in our courses will be able to use their existing qualifications issued by other RTOs as Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL) for our qualifications, provided that the RCC/RPL application complies with the Packaging Guidelines for the qualification being sought with regard to currency and frequency.

An example may be that you hold a Certificate III qualification. Units of competency within the Certificate III qualification may be able to be used as RPL or RCC for a Certificate IV level course offered by us, effectively reducing the duration of the course.

## **Course Information**

Once your enrolment has been accepted and your course commences, you will be provided with the relevant training plan and training materials to support your learning. You will need to supply your own stationery materials.

You will be emailed a *Letter of Acceptance* which may include information on your classroom sessions and log-in details so you can access a student portal. Where your course requires workplace visits or practical placement, your trainer will advise you of the details.

### ***Duration***

The duration of your program depends on several factors, including your commitment to your learning and to submitting assessments regularly and on time. Your study load (i.e., full- or part-time) and how many units (if any) are eligible for credit transfer and/or recognition of previous experience and qualifications can also contribute to the length of your program.

Further, the level and complexity of the qualification you are studying will impact on course duration. The AQF summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills and levels of autonomy required to achieve a qualification at that level.

## **Competency Based-Training and Assessment**

All the nationally recognised training delivered by DARE is done so in line with the principles of competency-based assessment (CBA). CBA is an approach that focuses on your ability to do something and is used to develop tangible skills and is typically based on a standard of performance expected in the workplace and industry.

*Competency-based assessment* is conducted to determine if you can demonstrate the essential outcomes related to the performance criteria within each Unit of Competency. Basically, this means assessment is conducted to see whether you have the required skills and knowledge to perform effectively in the workplace. A unit of competency consists of:

- ***Elements*** – Describe the essential outcomes of the unit by breaking down the unit into actions or outcomes.
- ***Performance Criteria*** - Break down the element into tasks, roles and skills, and applied knowledge that reflect the required standard of performance in the workplace.
- ***Foundation Skills*** - Describes language, literacy, numeracy and employment skills that are essential to performance in the workplace.
- ***Performance Evidence*** - Specifies process and evidence, as well as the frequency or volume of evidence, that the assessor needs to collect to determine a student's competency.
- ***Knowledge Evidence*** - Specifies the knowledge a student must have to perform the work tasks described in the unit of competency.
- ***Assessment Conditions*** - Mandatory conditions, methods, contexts and resources required for assessment.

This means assessment is conducted to see whether you have the required skills and knowledge to perform effectively in the workplace.

As a student, if your performance in the assessment does not demonstrate the requirements, competency-based assessment will see you marked as 'Not Yet Competent', and more training will be provided to you to get you to the point of being 'Competent'. Assessors will look for evidence against which to base their judgements of competency.

The ways to demonstrate that you can perform to the required standard and be classed as 'Competent' include:

- Being observed as you work/perform the tasks and activities.
- Responses to verbal questioning.
- Written responses to theory questions.
- Responding to a role play or case study.
- Conducting a project.
- Submitting a written report.
- Compiling a portfolio of work samples.
- A combination of the above.

All DARE trainers/assessors meet the requirements detailed by the Standards for RTOs 2015, in that, training and assessment is delivered by persons who have:

- a) Vocational competencies at least to the level being delivered and assessed.
- b) Current industry skills directly relevant to the training and assessment being provided.
- c) Current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and assessor to conduct the assessment.

### ***Flexible Learning and Assessment***

Included in our training and assessment strategies are practices that promote flexibility in learning and assessment. This means we will work with you to provide options that are responsive to your individual needs, and that maximise learning outcomes and access to learning activities.

### ***Your Training and Assessment Plan***

We give all students enrolled in a qualification a Training and Assessment Plan which outlines how and when training will take place. This is signed by all parties involved and given to you at the start of your training.

### ***Submitting Assessments***

As a DARE student, you are expected to complete and submit your assessments by the due dates outlined in your training plan. Full and detailed instructions on the requirements for each assessment will be provided, including its context and purpose. You will receive feedback regarding the outcome of each assessment item and an assessment judgement of Competent or Not Yet Competent will be recorded based on the evidence you submitted.

### ***Plagiarism***

Plagiarism is taking someone else's work and using it as your own. DARE considered it to be a form of cheating and we take it very seriously. The following are examples that constitute plagiarism:

- Copying and using sections of text without acknowledging the source.
- Cutting and pasting sections of other people's work without recording a reference
- Presenting group work as your own.
- Using information (pictures, text, designs, ideas etc.) without citing original author(s).
- Unintentionally failing to cite where information has come from.

You will be required to sign a declaration that all work that you submit is your own.

### ***Referencing***

You must provide references in your work that identifies where your information has come from (i.e., who wrote it, when it was written and the name of the text or a link to the website).

### ***Resubmissions***

If one of your assessment submissions was deemed 'Not Yet Competent', it will be returned to you and you will be given an opportunity to review, redo and re-submit your work. This may mean submitting additional evidence or demonstrating a task again.

If, after two (2) resubmissions the assessor has confirmed a 'Not Yet Competent' outcome, you will need to meet with your trainer and discuss further options. These options may include, but are not limited to:

- Reasonable adjustment if required.
- Re-enrolling in and re-do the entire unit. Fees will also apply.

### ***Assessment Feedback***

You will receive valuable feedback regarding the outcome of each of your assessment items, from your assessor. Your assessor may provide this feedback to you verbally, when required, and in writing using an Assessment Outcome Report Form.

Your feedback will provide you with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome, and
- Information on reassessment and the appeals process if applicable.

If you have any additional questions about your submission, you can speak with your assessor.

Feedback is usually provided to you within two (2) weeks of submission and/or final submission date. Practical feedback may be provided immediately after the completion of assessment.

## **Assessment Tools**

The assessment tools will use three different types of competency assessment criteria to assess a student's competency.

The first is observation, the student will be observed performing a series of tasks a number of times to determine their competency.

The second will be verbal question and answers, the student will be questioned to determine the depth of their understanding of the process to ensure that they are competent.

The third will be short written multiple choice questions or some other directed task to allow the student to demonstrate their competency.

All assessment tasks must consider any language and literacy issues or cultural issues related to the task. However the course and assessments are only conducted in English.

To provide further guidance, each assessment task will be provided with a cover sheet which will provide relevant information to the assessor and to the student.

## Assessment Criteria

Assessments must provide for applicants to be informed of the context and purpose of the assessment and the assessment process.

This will include but not be limited to information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances.

Information will also be included at the start of each subject as to the assessment processes, number of assessments, types of assessment and the individual weighting of each assessment.

Staff are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

Re-assessment is available on request or appeal; see further details in the appeal process section.

## Reasonable Adjustment

Not all students are able to demonstrate skill competency in the same way, therefore, it may be necessary to adjust the assessment tasks for individual students. Reasonable adjustment is the process of adjusting or changing the assessment to meet the needs, characteristics and any equity requirements of the student being assessed. This must be applied within the framework of the unit and the impact on the organisation.

Reasonable adjustment to learning methodologies and assessment may need to be applied when a student has any of the following issues:

- Physical disabilities.
- Limited language, literacy and/or numeracy skills.
- Limited communication skills.
- Limited learning strategies.

Reasonable adjustment ensures:

- Adjustable learning strategies that aim to meet the learning needs of each student.
- Appropriate learning materials for the individual needs of each student.
- Flexible learning activities with appropriate study materials.
- Adaptable assessment procedures that enable individual students to demonstrate the knowledge, skills or competencies.

Students who believe they may require reasonable adjustment during their learning are encouraged to speak with the DARE enrolment team during the enrolment process so that we can pass this information onto your trainer/assessor and include these adjustments in the training and assessment strategy.

The types of adjustments that are made must be within our capacity to provide them and include:

- Oral response to questions rather than written.
- Allowing extra time for assessment.
- Using a support person.
- Enlarging reading material.
- Braille translations.
- Use of technology such as voice activated software screen reading, voice synthesisers.
- Use of ramps, height adjustment desks.

## Training Staff

DARE will abide by the VET Quality Framework regarding trainer and assessor qualifications in relation to all training and assessment activities. We will ensure that all of our trainers and assessors will have as a minimum, the following combination of:

- A Certificate IV in Training and Assessment or a higher level Adult Education Qualification and
- A minimum of three (3) years' recent industry experience in the appropriate field of study, **and** vocational competencies to at least the same level being delivered or assessed and
- Familiarity with the principles and practices of Vocational Education and Training (VET)
- Familiarity with Equal Employment Opportunity and Work Health and Safety principles.

## Course Withdrawals, Deferrals and Cancellations

For whatever reason, you may need to withdraw from your learning program. If you wish to withdraw prior to your course commencing, you must:

- Discuss the reasons with your trainer or other staff.
- Advise us in writing at least ten (10) working days prior to course commencement using the Withdrawal from Training Form.

If a student desires to withdraw from a full-time or part-time course prior to completion of the normal expected training period offered by us, not less than one calendar months notice must be given in writing.

Fees shall be payable for the period up to and including the date of expiration of the notice, if applicable.

You may be entitled to receive a refund of monies paid; however, DARE will retain the non-refundable administration fee. This fee covers the costs that has already been incurred in processing the course application, enrolment, resources and payments.

If you withdraw from the course after the scheduled start date, no refund is applicable, and you may be required to pay any outstanding balance. Contact us for more information.

### ***Deferring Studies***

You can request a deferral at any time. If you decide to defer, you can do so for a maximum of 12 months. If, after this time, you are not ready to recommence your studies, you will not be entitled to continue with the course and no financial credits will be applicable.

Students who wish to request deferral must advise us in writing. You will not incur additional fees and you will remain responsible for all debts and other charges related with the course.

### ***Cancelled Courses***

If DARE cancels a course for any reason, all students enrolled at the time of the cancellation announcement will have their fees fully refunded.

Students who have already been assessed as competent for progressing through the units in the course will be issued a Statement of Attainment for these units and the cost of issuing the statement(s) will be deducted from the refund total.

## **Change of enrolment details**

It is your responsibility to notify us of any change of name, address, telephone, e-mail or employment, which occurs during the term of your studies with us.

## **Issuing of qualifications**

Upon your successful completion of all coursework and assessment tasks, and provided all fees are paid, DARE will issue a Testamur and Transcript, or a Statement of Attainment to you within thirty (30) calendar days. All qualifications and statements of attainment issued by us comply with the standards outlined within the Australian Qualifications Framework (AQF) implementations handbook and in accordance with the requirements of current Standards.

We will only issue AQF qualifications and statements of attainment within our scope of registration that certify the achievements of qualifications or industry/enterprise competency standards from nationally endorsed training packages or qualifications, competency standards or modules from accredited vocational courses.

Referring agencies or Third Parties will under no circumstance be issued copies of student credentials, regardless of who pays the necessary course fees. You can give us written permission to issue referring agencies or third parties with copies of your competency report.

Replacement credentials can be re-issued. Fees apply.

## Continuous Improvement and Course Feedback

DARE is committed to providing high quality training and assessment services that are relevant to students, employers and industry and demonstrates this through systematically monitoring, evaluating and improving our practices through a quality improvement plan and continuous improvement actions.

We regularly evaluate our courses to ensure that we continue to deliver quality programs that meet our student's needs. DARE may use a number of the following processes, tools and instruments to gather this feedback, but may not be limited to:

- Email communications.
- Training Evaluation form.
- Assessment Evaluation form.
- Client Feedback Form.
- Satisfaction surveys (online).
- Learner Questionnaire (Quality indicator).
- Employer Questionnaire (Quality indicator).
- Complaints forms.
- Appeals Forms.

**We wish you all the best and look forward to supporting your learning journey!**



## Privacy Notice

### Why we collect your personal information

As a registered training organisation (RTO), DARE - Driver And Rider Education Pty Ltd (DARE) collects your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us. If you do not provide us with your personal information, you will not be enrolled as a DARE student.

### How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

### How we disclose your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

### How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- Administration of VET, including program administration, regulation, monitoring and evaluation.
- Facilitation of statistics and research relating to education, including surveys and data linkage.
- Understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at [www.ncver.edu.au/privacy](http://www.ncver.edu.au/privacy).

If you would like to seek access to or correct your information, in the first instance, please contact us using the contact details below.

DESE is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.desegov.au/national-vet-data/vet-privacy-notice>.

State training authorities may use your personal information for statistical, regulatory and research purposes. For more information about how the State training authorities will handle your personal information, please refer to the relevant State's training authority website or request information from DARE using the details below.

### Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. **Please note you may opt out of the survey at the time of being contacted.**

### Contact information

At any time, you may contact DARE to:

- Request access to your personal information.
- Correct your personal information.
- Make a complaint about how your personal information has been handled.
- Ask a question about this Privacy Notice.

### DARE - Driver And Rider Education Pty Ltd

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ABN: 67 087 346 870

PH: (02) 4228 9939

E: [achieve@dare.nsw.edu.au](mailto:achieve@dare.nsw.edu.au)

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