Student Handbook

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Welcome to Hamel

Much of Hamel’s philosophy is listed on its website and we invite you to visit us there at www.hamel.edu.au, otherwise the guidelines on how we will work with you are below.

Contact Details

Again, to keep this Student Handbook current at all times it is best to visit our Contact Us page at www.hamel.edu.au for best results though the following information is always standard:

Phone 1300 7 999 14

Email info@hamel.edu.au

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Your Privacy

Hamel understands the importance people place on their privacy and personal information. As such we take your privacy very seriously and comply with the requirements of the National Privacy Principles of the Commonwealth Privacy Act and (2001) where they apply to our dealings with you the student.

In some cases we will be required by law to make student information available to others such as Registering Bodies from State or Federal Government Departments. In all other cases we ensure that we will seek the written permission of the student.

The relevant Privacy Principles are summarised as:

Collection  We will collect only the information necessary for our primary function and you will be told the purposes for which the information is collected.

Use and disclosure  Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.

Data quality  We will take all reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up to date.

Security  We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure.

Student  A student is a person who has submitted an application, undergone an initial assessment towards a unit of competency and paid the fees associated with that assessment. The student is therefore enrolled.

Openness  We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.

Access  The individual will be given access to the information held about them, at their request. This includes anything held on the students file including assessment results and participation records.

Anonymity  Wherever possible, Hamel will provide the opportunity for the individual to interact with them without having to identify themselves.

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Sensitive Information  We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual’s racial or ethnic background, or criminal record.

Assessment methodology

Assessment in a competency based environment is based around the acquisition of knowledge and then a demonstrable use of that knowledge in a practical sense. Students may be required to undertake assessment of a theoretical nature (question and answer), undertake research and to demonstrate skills.

All students will be given two attempts at any one assessment. If a student is deemed to have not satisfactorily met the assessment requirements after the first attempt they will be given support for a second attempt. If after that attempt competence is still not achieved, a re-evaluation will take place which will include a discussion with an independent assessor (not the assessor who conducted the assessments), a review of the assessment outcome and then a decision about whether a third attempt may be made at the assessment with no further fees involved. If it is determined that a third attempt would unlikely be successful, fees may apply. Any fees will be discussed with the student to reach agreement.

Flexible Delivery and Assessment Procedures

Hamel recognises that not all students learn in the same manner, and that with an amount of “reasonable adjustment” students who may not learn best with traditional learning and assessment methods will still achieve good results.

Hamel will make any necessary adjustment to meet the needs of a variety of students. For example, the ability to complete a written assessment is not seen as an inability to meet competency when the student can verbally demonstrate competency. These adjustments may include having someone read assessment materials to students or they may include having someone record the student’s spoken responses to assessment questions.

Hamel undertakes to assist students achieve their required competency level where the adjustment is reasonable and is within our ability.

Where we cannot assist a student, we will refer them, where possible, to an agency that can assist.

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Appeals

An appeal is a grievance about an assessment outcome (sometimes called an academic appeal). Hamel has a process for re-evaluating assessment outcomes if the student is unhappy with the outcome. All re-assessments involve an assessor who is independent of the initial assessment which is subject to the appeal.

If you are unhappy with the outcome of assessment you should first approach your initial assessor and make sure that the reasons for being unsuccessful are understood. Once that has been done or you are still not sure why the assessment was unsuccessful, contact us to discuss the procedure for lodging the appeal.

Hamel will deal with any appeal in an effective and timely manner, aiming to resolve all appeals within one week of the appeal being lodged in writing by the student.

- Each appeal must be lodged in writing and the outcome of the resolution will be made in writing;
- Any person who lodges an appeal will be given the opportunity to present their case in an unbiased and independent environment. The independence of the party or panel must be mutually agreed;
- We will act upon any substantiated complaint or appeal and may see the result as an Improvement Opportunity for us.

The RTO CEO is responsible for managing the resolution of any appeal or complaint and will be able to supply and assist with the relevant appeal or complaint form as required.

All appeals and complaints including their resolutions are reviewed at our management meetings and, if appropriate, will result in a continuous improvements activity.
Student Code of Conduct

When attending a course run by Hamel at any place where we hold training we ask all students to be courteous to each other, to our staff and to all people who they encounter in and around the venue. Please consider and abide by these basic rules.

- All students must comply with all reasonable requests and requirements made by staff
- No student should attend any class whilst under the influence of alcohol or any drugs (prescribed or otherwise)
- Any form of discrimination (sexual, racial etc), bullying, any form of harassment (see below for definitions) or any obscene, offensive or insulting language or behaviour, will not be tolerated
- Disruptive behaviour is unacceptable and will not be tolerated.
- Any breaking of any state or federal law will be reported to the relevant authority (eg. Stealing, damaging property, assault etc.)

Sanctions including cancellation of enrolment without refund, being asked to leave the training venue, attending an interview or mediation may be imposed and are purely at the discretion of the RTO CEO or the trainer in charge if the CEO is absent from the building or training venue.

Discipline

Hamel provides training and assessment services in a spirit of cooperation and mutual respect. If a trainer or staff member is unhappy or dissatisfied with the behaviour or performance of a student the trainer has the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a student wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints 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 appropriate action will be taken.
Harassment and Discrimination Policy

We are required under Australian law to ensure that we provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and students feel valued, respected and are treated fairly.

We will ensure that all of our staff understand their roles and responsibilities in creating such a workplace, by a process of communication, mentoring and by setting the expected behavioural example. All of our staff are aware of the processes and procedures for addressing any form of alleged harassment or discrimination.

Students should be aware of the following 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, insult, 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 form of discrimination.

'Harassment' - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed.

'Personnel' - refers to all employees of Hamel

'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' - is punishing or treating an individual unfairly because they have made a complaint, or are believes to have made a complaint, or to have supported someone who has made a complaint.

Specific principles

- All staff and students have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination are to be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When a staff member is informed of any harassment or discrimination they have the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- 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 faith.
Legislative Requirements

We are subject to a range of legislation relating to training and assessment as well as general business practice including matters such as your safety, privacy, and rights to name a few.

There are also a number of legislative requirements that you will be made aware of throughout your course.

This legislation is continually being updated and all staff are made aware of any changes through our internal improvement processes. If you want to view current legislation follow the links by clicking on the heading below.

The legislation that particularly effects your participation in Vocational Education and Training includes:

Commonwealth Legislation

• Age Discrimination Act 2004
• Copyright Act 1968
• Disability Standards for Education 2005
• Disability Discrimination Act 1992
• Human Rights and Equal Opportunity Commission Act 1986
• Racial Discrimination Act 1975
• Sex Discrimination Act 1984
• Privacy Act (2001) including the National Privacy Principles
• Skilling Australia’s Workforce Act 2005

State Based Legislation (Queensland)

• Fair Trading Act 1989 (advertising and marketing)
• Vocational Education, Training and Employment Act 2000 (VET practice and RTO management)
• Work, Health and Safety Act 2011 and Regulations (2011)

If a complaint made by a student to us involves an allegation of criminal misconduct, we will immediately refer the matter to the appropriate authority.

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Occupational Health and Safety Policy

The Work, Health and Safety Act 2011 describes the duty of care we have to provide a safe and healthy working environment for our employees and our duty of care to take reasonable care for the health and safety of others within 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 in topics such as safe work procedures,
- properly maintained facilities and equipment, and
- a clean and suitably designed workplace.

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

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, 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,
- 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,
- All unsafe situations are recognised and reported,
- Display first aid and safety procedures for all staff and students to see,
- Report any identified Health and Safety hazard to the appropriate staff member as required.

Working with Children

Whilst we do not exclude people under the age of 18 in our training and assessment programs, it is unlikely that a person who has not attained the age of 18 will enrol in a course with Hamel.
Fees and Refund Policy

All of our assessment processes attract fees that are charged directly to the student or to the student’s employer, dependent on arrangements made.

Generally speaking we provide Recognition of Prior Learning (RPL). Fees for this service are not charged until the assessment is completed and the qualification is ready to issue (completion of service).

Should a student decide to leave a course they have paid for in advance at any stage, they will receive back any unused fees. We do not accept the return of training materials.

Any student that discontinues contact with Hamel Institute will risk placing their enrolment into suspension and revocation of their guarantee of service. In such circumstances we will endeavour to issue a Statement of Attainment for any assessment completed and paid for. Any excess fees will be returned to the student. If we cannot locate the student then any Statement of Attainment and a bank cheque for any residual fees will be sent via registered mail to the last address on record for the student.

Any RPL work that is not paid for within six months may be deleted or destroyed at the discretion of the CEO of Hamel Institute.

Guarantee of Service

We guarantee to complete the assessment process once you have commenced with us as a student. In the event that we cannot complete the assessment process due to operational circumstances, such as the qualification no longer being registered on our scope of registration, we will work with the student to find another provider and identify any paid fees to be returned.

Student Assessment Records Policy

We are committed to maintaining and safeguarding the accuracy, integrity and currency of records without jeopardising the confidentiality of the records or our student’s privacy.

Individual student records will be stored in a secure area. Our electronic records are stored and backed up weekly and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

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We will retain student results for a period of not less than 30 years.

All other records including taxation records, business and commercial records will be retained as per legislative requirements.

Access to individual student assessment records will be limited to those who require those records for specific purposes including:

- trainers and assessors to access and update the records of the students with whom they are working
- management and administration staff as required to ensure the smooth and efficient operation of the business
- Officers from the regulator or their authorised representatives

Or those required by law such as:

- people as are permitted by law to access these records (e.g. subpoena / search warrants / social service benefits / evidence act)
- student’s authorising release of specific information to third parties in writing

Access and Equity

We are committed to ensuring that we offer assessment opportunities to all people on an equal and fair basis including:

- women where 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 training and assessment programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy or sexual orientation. Any issues or questions regarding access and equity can be directed to the CEO of Hamel.

Enrolment

The application form can be filled in on-line. Please go to the website www.hamel.edu.au and select the “Apply” tab. Should your application be successful you will be deemed as enrolled.
Language, Literacy and Numeracy (LLN) Assistance

Our course and RPL process may contain:

- written documentation you must be able to read
- written assessment you may be required to submit
- limited numerical calculations

We recognise that not all people are able to easily, write and perform calculations to the required standards.

We will endeavour to help where we can to accommodate anyone with difficulties with language, literacy or numeracy.

In the event that a student’s needs exceed our skill we will refer the student to an external support provider such as their local TAFE campus.

Recognition of Prior Learning

All students have the right to apply for recognition of prior learning or RPL.

RPL is an assessment process where partial or full credit can be granted for learning previously done through structured or unstructured training, work experience or by some other means. Of course, you must be able to show, through an assessment process, that the knowledge and skills you have are current and can be applied at the time you apply.

Hamel has a documented policy on RPL and a process that will help make any application less complicated.

The Application form is available online and the policy is available on request. Please call if you cannot access these.

Credit Transfer

Not unlike RPL is a process called credit transfer. If you have completed units of competency before you may be eligible for a credit transfer. There is no cost involved in a credit transfer. The Application form is available online and the policy is available on request. Please call if you cannot access these.
National Recognition

When you undertake nationally recognised training, your qualification is valued equally throughout Australia. This is because all RTOs in Australia agree to nationally recognise all awards issued by any other RTO in the country.

Student Support, Welfare and Guidance

We will assist all students in their genuine efforts to complete our programs.

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer, or another staff member of Hamel.

We will ensure that the full resources of our organisation are made available to assist you accessing the required level of completion required.

Should you be experiencing any personal difficulties you should make contact directly with the CEO who will assist you to the full extent of his capacity.

If your needs exceed our support capacity we will refer you onto an appropriate external agency. You can seek support immediately by contacting:

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<tr>
<th>Service</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Police/Fire/Ambulance</td>
<td>Ring 000</td>
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<tr>
<td>Interpreting Services</td>
<td>13 14 50</td>
</tr>
<tr>
<td>Poisons Information Centre</td>
<td>13 11 26</td>
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<tr>
<td>Abortion Grief Counselling</td>
<td>1300 363 550</td>
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<tr>
<td>Alcohol and Drug Information Serv.</td>
<td>1800 177 833</td>
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<tr>
<td>Domestic Violence helpline</td>
<td>1800 811 811</td>
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<tr>
<td>Family Drug Support</td>
<td>1300 368 186</td>
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<tr>
<td>Lifeline</td>
<td>131 114</td>
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<tr>
<td>Men’s Line Australia</td>
<td>1300 789 978</td>
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<tr>
<td>Pregnancy Counselling Australia</td>
<td>1300 737 732</td>
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<tr>
<td>Pregnancy Help Line</td>
<td>1300 139 313</td>
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<tr>
<td>Quitline</td>
<td>13 18 48</td>
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<tr>
<td>Salvation Army</td>
<td>1300 363 622</td>
</tr>
<tr>
<td>Statewide Sexual Assault Helpline</td>
<td>1800 010 120</td>
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