

## **Health Education and Research Centre**

# **STUDENT POLICY HANDBOOK**

*The Health Education and Research Centre (HERC) is the Registered Training Organisation of the ANMF (Tas Branch) operating in line with the [Standards for RTOs 2015](#) to deliver nationally recognised qualifications in Tasmania.*

*HERC has policies and procedures relating to occupational health, safety and welfare, course selection and participation, records management, student privacy and training and quality assurance.*

*Copies of these are available at HERC reception 182 Macquarie Street, Hobart.*

### Health Education and Research Centre

The Health Education and Research Centre (HERC) is the education division of the Australian Nursing and Midwifery Federation (Tasmanian Branch).

At the ANMF (Tasmanian Branch) we saw a need within Tasmania to offer high quality education for the health profession. We wanted to provide the very best, most modern facilities and to train and nurture care industry workers to be well educated and trained to work alongside nurses and midwives as part of the nursing team.

We offer the latest Cert III in Individual Support (CHC33015) with a dual specialisation that covers Ageing and Home and Community and we also offer the Diploma of Nursing (HLT54115). All qualifications are vocational education and training (VET) courses that provide people with qualifications for all types of employment in a range of health industry areas.

HERC is a purpose built, state of the art learning facility with simulation training spaces and high-end technology teaching rooms. HERC staff are experienced Registered Nurses and qualified teachers with industry experience.

#### Public liability insurance

Students undertaking studies at HERC are covered by public liability insurance in the training rooms at 182 Macquarie Street, Hobart and during their clinical placement.

#### Cessation of RTO registration

If HERC decides to or is required to cease its RTO training operations (including any delivery by a 3rd party on HERCs behalf), then it will ensure that all students are informed as soon as practical about the situation and their options about how to complete their training with an alternative provider if required noting that additional fees may be incurred.

HERC will further meet its obligations to students by ensuring all required student records including completion data are provided to the regulator (ASQA) in the approved form.

**Contents**

Glossary..... 4

Access, Equity and Anti-Discrimination and Harassment ..... 5

Privacy and Personal Information ..... 7

Course Administration..... 8

Unique Student Identifier (USI) ..... 9

Assessment ..... 10

Complaints and Appeals..... 11

Issuing of AQF Qualifications and Statements of Attainment..... 14

Fees, Charges and Refunds..... 14

Recognition of Prior Learning (RPL)..... 16

Credit for prior studies..... 16

Student Plagiarism and Collusion..... 16

Student Support ..... 17

Clinical Placement ..... 17

Health and Safety ..... 18

HERC Educators ..... 19

Other HERC policies, guidelines and student information..... 19

## Glossary

**Appeal:** a request to review an assessment decision that has been made.

**Assessment:** the process of documenting in measurable terms a student's knowledge, skills, attitudes and beliefs against an agreed standard.

**Academic Honesty:** failure to act honestly or behaving unfairly in order to gain an advantage. This includes:

**Cheating:** copying another person's work, fabricating data.

**Collusion:** unauthorised collaboration between students.

**Plagiarism** – to take and use the ideas and/or expressions and/or wording of another person or organisation and passing them off as one's own by failing to give appropriate acknowledgement. This includes material from any source such as staff, students, texts, resources and the internet, whether published or unpublished.

**Competency:** the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Complaint:** an issue raised that is specific in nature as a result of dissatisfaction with services and/or advice provided by employees of the Health Education and Research Centre.

**Concern:** an issue raised that is general in nature and not specific, which is able to be resolved by the provision of information or explanation.

**Continuous Quality Improvement:** the process of improvement occurring in incremental steps to ensure processes are continually improved.

**Course fee:** the fee determined for the course without additional costs which may be incurred during the course.

**Document:** refers to any tool, form, resource, policy and/or procedure regardless of whether it is in print, advertisement or online.

**Grievance:** any unresolved dispute or complaint.

**Information technology:** refers to anything related to computing technology, such as networking, hardware, software, the Internet, Moodle, email and social networking sites.

**Payment Plan Agreement:** an agreement between HERC and the student that clearly outlines the course fees and how they can be paid in instalments over the duration of the course and /or term.

**Personal Information:-** any information that can identify a person.

**Privacy:** is a multifactorial concept that may include people's personal information but can also extend to territorial privacy, physical privacy, bodily privacy and privacy of communications.

**Recognition of Prior Learning (RPL):** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

**Record:** information created, received and maintained by HERC and its employees in the transaction of official business or the conduct of affairs, and kept as evidence of such activity.

**Referencing:** Referencing is a standardised method of acknowledging the sources of information and ideas and other material used in an assignment.

**Security:** measures used to store information in ways that protects personal details from unauthorised access, misuse, or disclosure.

**Statement of attainment:** a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

**Suspension:** is exclusion from participating in HERC courses for a defined period.

**Third party Arrangements:** HERC may engage a third party training provider to deliver and / or assess a specific unit of competency on our behalf. HERC will inform students of this arrangement prior to any delivery.

### Access, Equity and Anti-Discrimination and Harassment

The aim of the policy is to remove barriers and to open up developmental opportunities for all students and staff by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

This policy outlines HERCs commitment to access, equity and anti-discrimination principles by ensuring that:

- a) Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students and other clients.
- b) No person is discriminated against, harassed or treated unfairly in their dealings with HERC.
- c) Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- d) It complies with relevant Equal Opportunity Legislation and Anti-Discrimination Acts.

#### 1. Social Diversity

- 1.1 HERC recognises and values the individual differences of its students and the community and recognises that students come into its programmes with a wealth of personal knowledge and life experiences.
- 1.2 HERC recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:
  - a) Providing a quality training community and supportive learning environment.
  - b) Offering flexibility in the way in which training and assessment is provided.
  - c) Providing reasonable adjustments to training and assessment activities to accommodate special needs.
  - d) Having transparent student and staff recruitment and selection procedures.
  - e) Determining the needs of all individuals upon engagement with the organisation.
  - f) Providing students, staff and clients access to a range of support services.

#### 2. Anti-discrimination

- 2.1 In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.
- 2.2 HERC will also seek to ensure that its students, employees and visitors do not engage in behaviour that discriminates against other persons, either directly or indirectly, on the basis of any of the following attributes:
  - (a) physical features or appearance;
  - (b) occupation or occupational status;
  - (c) socio-economic status.

#### 3. Anti-harassment

- 3.1 HERC is committed to providing all people with an environment free from all forms of harassment.
- 3.2 HERC will not tolerate:
  - a) Any conduct which offends, humiliates, intimidates, insults or ridicules another person in circumstances where a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated, intimidated, insulted or ridiculed;
  - b) Any form of sexual harassment;

- c) Other forms of harassment;
- d) Bullying behaviour;
- e) Victimisation of a person making an harassment, bullying or discrimination complaint or providing information in connection with possible disciplinary proceedings that might arise from such a complaint;
- f) Inciting hatred, serious contempt for or severe ridicule of a person or group of persons by a public act on the basis of race, disability, sexual orientation, lawful sexual activity, religious belief or affiliation, and/or;
- g) Publishing or displaying any matter that promotes, expresses or depicts discrimination or other prohibited conduct.

### 4. Fairness

- 4.1 The principles and practices adopted by HERC aim to ensure that current and prospective student, clients and other stakeholders are treated fairly and equitably in their dealings with HERC.
- 4.2 HERC aims to provide open, fair, clear and transparent policies and procedures for use by staff and students.
- 4.3 HERC has fair and equitable processes for selecting students for enrolment into its courses. Decisions about student selection are based on clearly defined entry requirements. Students will be selected on merits, based on the course's publicised criteria. Entry requirements as well as application and enrolment procedures are published in HERC's marketing materials, course guides and on the organisation's website.
- 4.4 All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

### 5. Exclusion from services

- 5.1 A person may not be permitted to access our services if:
  - a) they have a criminal history that impacts on the requirements of the course and the requirements of the Australian Health Practitioner Regulation Agency;
  - b) the student requires delivery in a language other than that being offered by HERC in accordance with the related Training Package or is unable to demonstrate proficiency in English language skills as defined by the Australian Health Practitioner Regulation Agency;
  - c) the student requires special services or facilities and the provision of such would cause unjustifiable hardship to HERC.

### 6. Equity in access

- 6.1 HERC provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.
- 6.2 HERC provides equitable access to training and education services by:
  - a) offering culturally sensitive training and assessment resources that are relevant to student needs and circumstances
  - b) referring students to support and counselling services where needed
  - c) offering a wide range of course and learning options
  - d) assisting students to arrange additional support services if required such as interpreters or trained note takers
  - e) providing courses that are flexibly delivered through a variety of delivery modalities

- f) encouraging students to be involved in their own feedback and decision making processes to ensure realistic training goals and progress can be achieved.

### 7. Support Services

- 7.1 Support services will be provided to all students who require them in line with the HERC's [Student Support Policy](#).

*This policy relates to Standards for Registered Training Organisations 2015: Standards 5, 6*

## Privacy and Personal Information

This policy outlines the HERC approach to meet its legal and ethical requirements in regard to the collection, storage and disclosure of personal information. This policy applies to all staff and students of HERC.

### 1. Principles

- 1.1 In collecting personal information HERC will comply with the requirements set out in State and Commonwealth legislation.
- 1.2 HERC will ensure the confidentiality, integrity and security of all information.

HERC is committed to:

- a) only collecting information that is necessary as outlined in the Records Management Policy;
- b) keeping others informed about the purpose for collecting information;
- c) only using and disclosing information in ways that is consistent with legislative requirements;
- d) keeping the information we collect secure;
- e) providing access to the records we hold about a person to that person upon request

### 2. Collection of Information

- 2.1 In the course of its business, HERC will collect information from students, potential students, associated organisations, other clients and third parties either electronically or in hard copy format; including information that personally identifies individual people.
- 2.2 Information collected and stored by HERC is detailed in the Records Management Policy.

### 3. Use of information

- 3.1 The information supplied by individuals will only be used to provide information about study opportunities, to enable efficient administration, and to maintain proper student and client records. If an individual chooses not to provide certain information then we may be unable to provide some services or provide appropriate information.
- 3.2 Information about facilities, staff and individual students identified in the course of the HERC business will not be shared with industrial or membership staff or used for recruitment or to inform industrial union action.

### 4. Disclosure of Personal Information

- 4.1 Personal information about students studying with HERC may be shared with the Australian Government and designated authorities, such as Skills Tasmania and the National Centre for Vocational Education Research (NCVER). This information includes personal and contact details, course enrolment details and changes, and circumstances related to funding (if applicable)
- 4.2 HERC will not disclose an individual's personal information to another person or organisation unless:
  - a) the individual concerned has given written consent;
  - b) HERC believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;
  - c) the disclosure is required or authorised by or under law

- 4.3 Any person or organisation to whom personal information is disclosed as described in this policy is not permitted to use or disclose the information for a purpose other than the purpose for which the information was supplied to them.

### 5. Security of Personal Information

- 5.1 HERC will take all reasonable steps to ensure that any personal information collected is:
- Relevant to the purpose for which it was collected;
  - current;
  - complete, and;
  - accurately recorded.
- 5.2 HERC will store securely all records containing personal information and take all reasonable security measures to protect personal information collected from unauthorised access, misuse or disclosure as outlined in the Record Management Policy.

### 6. Right to access records

- 6.1 Individuals have the right to access or obtain a copy of the personal information that HERC holds about them.
- 6.2 There is no charge for a student to access personal information that HERC holds about them. Requests to obtain personal information must be made in writing to: [info@herc.tas.edu.au](mailto:info@herc.tas.edu.au). Information will be provided to the individual within ten (10 days) receiving their written request.

### 7. Amendment to records

- 7.1 If an individual considers the personal information that HERC holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.
- 7.2 Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

Students are responsible for providing current and accurate personal information to HERC on request. All staff are responsible for maintaining accurate and complete records and to ensure they are securely filed.

***This policy relates to Standards for Registered Training Organisations 2015: Standards 1, 2, 3***

***This policy relates to the following legislation: Privacy Act 1988 (Commonwealth), The Personal Information Protection Act 2004 (Tasmania), Equal Opportunity Commission Act 1986 (Commonwealth), Workplace Gender Equality Act 2012 (Commonwealth)***

## Course Administration

This policy outlines the HERC approach to decision making in relation to student admission, enrolment, progression and cancellation.

### a) Course Application

- 1.1 In order to be eligible to enter into a HERC course, applicants must show evidence they are Australian/New Zealand citizens or a permanent resident of Australia.
- 1.2 Conditions determined by external agreements (including [Australian Health Practitioner Regulation Agency \(AHPRA\)](#) and the [Nursing and Midwifery Board of Australia \(NMBA\)](#)) or grants/funding contracts take precedence over the HERC selection criteria.
- 1.3 Selection documentation, incomplete or completed, is confidential and deemed to be the property of HERC.
- 1.4 Applicants will be provided with information about and the opportunity to apply for recognition of prior learning or credit for prior studies.
- 1.5 The completion of the application form must be entirely the work of the applicant.



### 2. Course Enrolment

- 2.1 HERC has a clearly defined enrolment process which students are informed of at the time of application.
- 2.2 HERC is committed to ensuring that enrolling students are provided with timely and accurate information that relates to requirements of the training programme. An orientation day is provided where students work through the student handbook, fees and payment options (where applicable), relevant HERC policies and procedures, and student responsibilities.
- 2.3 Information provided by students at enrolment will be confidential.

### 3. Course Attendance

- 3.1 Students are encouraged to attend all sessions of study and will be informed at the orientation day of the expectations relating to course attendance.
- 3.2 Students are required to attend placements unless otherwise negotiated.
- 3.3 A student's attendance and non-attendance will be reported in the HERC student management system and course attendance records.
- 3.4 Students who fail to attend classes and make no contact with HERC or their Educator for 60 calendar days will be deemed to have abandoned their study and steps will be taken to withdraw them from the course.

### 4. Course Progression

- 4.1 HERC staff are committed to monitoring, recording and assessing the course progress of each enrolled student to ensure they are able to complete their training within their enrolment period.
- 4.2 Where a student is at risk of not progressing in their course the Educator will meet with the student and discuss an appropriate learning support strategy.
- 4.3 HERC staff are responsible for ensuring students are supported during the process of course application, their enrolment, and progression throughout their enrolment.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 5.1***

#### Unique Student Identifier (USI)

From 1 January 2015, all Australians who undertake vocational education and training must hold a unique student identifier (USI).

Students are advised in the student handbook that they are required to provide HERC with their USI and to allow HERC access to their USI records (including contact details), as well as the ability to verify their USI (if required). This is to meet national data reporting requirements for government funded or subsidised program eligibility confirmation, and other matters in accordance with the Authorisation in the Student Identifiers Regulation 2014.

HERC will;

- a) verify with the Registrar (through our Student Management System VETtrak), a Student Identifier provided by an individual before using that Student Identifier for any purpose;
- b) not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*;
- c) ensure that where an exemption described in Clause 3.6 (b) (*The Standards for RTOs 2015*) applies, we will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
- d) ensure the security of Student Identifiers and all related documentation under our control, including information stored on our student management system.

Students are provided with an information sheet on how to apply for their USI at orientation.

***This policy relates to Standards for Registered Training Organisations 2015: Clause 3.6 and to the: Student Identifiers Act 2014***

**Assessment**

HERC is committed to implementing an assessment system that ensures that assessment (including recognition of prior learning).

- a) complies with the assessment requirements of the relevant training package or VET accredited course; and
- b) is conducted in accordance with the Principles of Assessment as follows:

**Principles of Assessment**

Fairness	<p>The individual student’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by HERC to take into account the individual learner’s needs.</p> <p>HERC informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual student by:</p> <ul style="list-style-type: none"> <li>• reflecting the student’s needs;</li> <li>• assessing competencies held by the student no matter how or where they have been acquired; and</li> <li>• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li> </ul>
Validity	<p>Any assessment decision of HERC is justified, based on the evidence of performance of the individual student. Validity requires:</p> <ul style="list-style-type: none"> <li>• assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• assessment of knowledge and skills is integrated with their practical application;</li> <li>• assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and</li> <li>• judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

It is the policy of HERC that all students have the right to appeal an assessment outcome or the assessment process if they feel they have been unfairly disadvantaged or discriminated against.

The full Assessment and Appeal Policies are available at HERC reception.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 1.8 (Table 1.8-1), 1.9***

## Complaints and Appeals

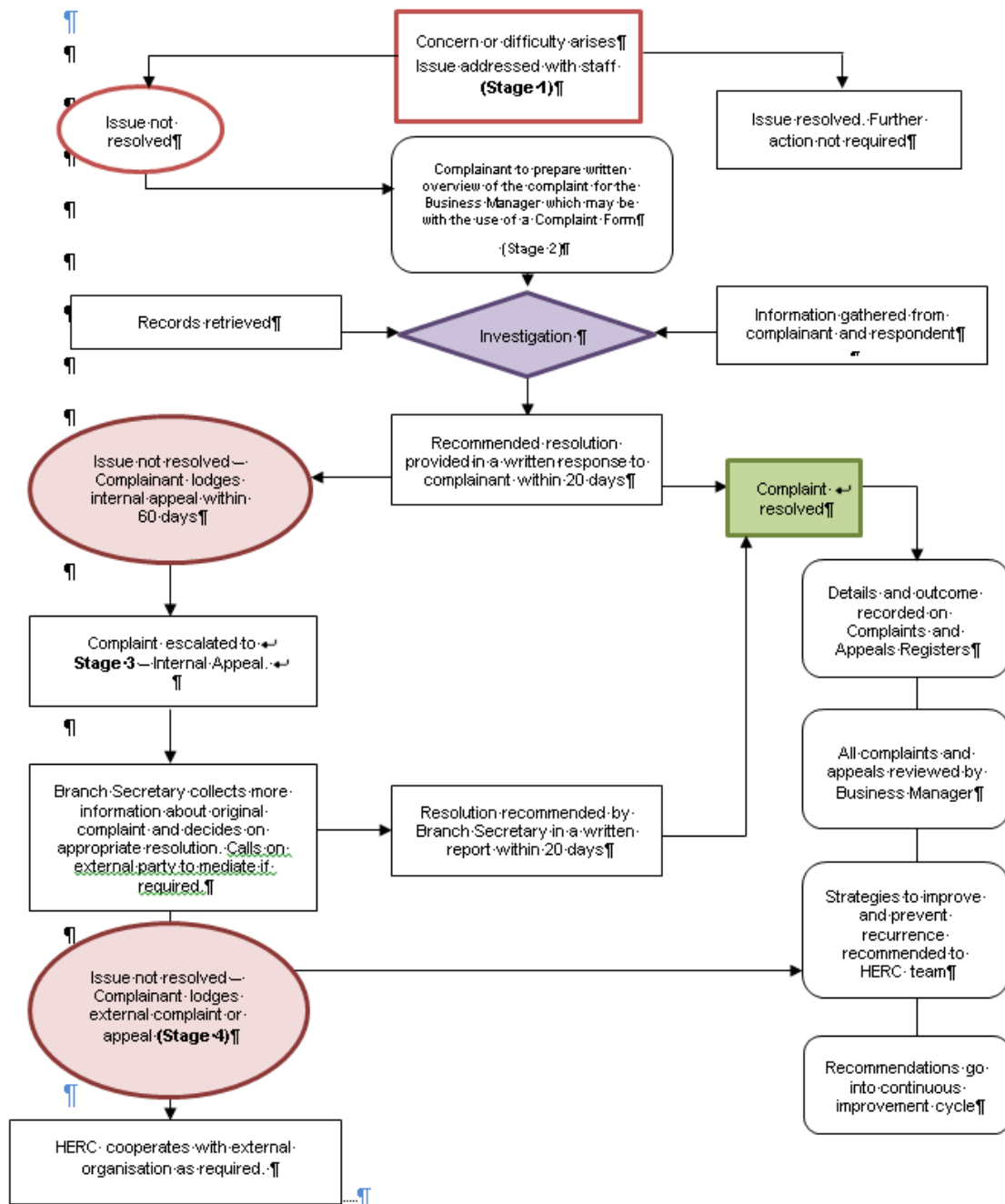
HERC ensures that any complaints or appeals from students and/or staff on any subject are handled in a practical, timely, fair and equitable manner that applies the principles of natural justice and procedural fairness.

1. This policy is to manage and respond to allegations involving the conduct of:
  - HERC Educators or other staff;
  - A third party providing services on the behalf of HERC;
  - A student of HERC.
2. It is the policy of HERC that all students have the right to appeal an assessment outcome or the assessment process if they feel they have been unfairly disadvantaged or discriminated against. The process for lodging an appeal can be found in the HERC Complaints Procedure.
3. HERC's Complaints and Appeals policy :
  - Ensures the principles of natural justice and procedural fairness are adopted at every stage of the complaint or appeals process;
  - Is publically available;
  - Sets out the procedure for making a complaint or requesting an appeal;
  - Ensures complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
  - In the event that the complaint or appeal is not resolved, provide a review by an appropriate party (independent of HERC and the complainant or appellant) at the request of the individual making the complaint or appeal.
4. Where HERC considers that more than 60 calendar days are required to process and finalise the complaint or appeal, they will:
  - a) Inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
  - b) Regularly update the complainant or appellant on the progress of the matter.
5. HERC will:
  - i. Securely maintain records of all complaints and appeals and their outcomes; and
  - ii. Identify potential causes of complaints and appeals and take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

### Complaints Procedure

There are four stages of the complaints process. Concerns and grievances may be resolved at any one of these stages. Confidentiality must be strictly observed by all participants and at all stages of the complaints process

**Complaints Procedure**



***This policy relates to Standards for Registered Training Organisations 2015: Standards 6.1-6.5***



## Complaint Form

**1. Your Details**

Family Name .....

Given Name(s) .....

Address .....

Phone number (home) ..... (mobile) .....

Email .....

**2. Are you a: (Please tick)**

Student

Future student

Staff

Other (please specify) .....

.....

.....

**3. Is the complaint about a: (Please tick)**

Person

Policy

Process

Situation

Event

Activity

**4. Have you discussed your matter with a HERC staff member?** Yes  No  (Go to 5)

If yes when? ..... Who dealt with the matter? .....

What was the result? .....

.....

.....

**5. Please give details of the complaint and the outcome you are seeking.**

(You may wish to attach further documentation.)

.....

.....

.....

.....

.....

.....

**Date** ..... **Signature** .....

Submit this form to the HERC Business Manager at [info@herc.tas.edu.au](mailto:info@herc.tas.edu.au)

**Privacy Notice:** The information provided on this form will be used by HERC to follow up your complaint. The provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the HERC Business Manager.

### Issuing of AQF Qualifications and Statements of Attainment

The purpose of this policy is to ensure HERC adheres to the requirements of the *Standards for Registered Training Organisations (RTOs) 2015* and the AQF Qualifications Issuance Policy.

1. HERC issues AQF certification documentation to a student who has been assessed as meeting all requirements of the training product as specified in the relevant training package or VET accredited course.
2. AQF certification documentation is issued to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product, and providing all agreed fees the student owes to HERC have been paid.
3. All certification documentation (certificates and/or statements of attainments) will be printed on security paper to ensure the authenticity of the document is maintained.
4. Information on certification documentation (certificates and/or statements of attainments) will include the following information:
  - a) Health Education & Research Centre, RTO code and the HERC logo;
  - b) the code and title of the awarded AQF qualification; and
  - c) the NRT Logo in accordance with the current conditions of use contained in Schedule 4 of the *Standards for Registered Training Organisations (RTOs) 2015*.
5. The Statement of Attainment will also include the name and signature of the Branch Secretary who is authorised to issue the documentation.
6. HERC will not include the Student Identifier (USI) on the AQF certificate or statement of attainment.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 3 and Schedule 5***

### Fees, Charges and Refunds

This policy provides the guidelines for the eligibility and assessment of refunds and aims to provide clear and accessible information to students about fees and charges prior to and throughout their enrolment and/or other involvement with HERC.

#### **1. Information about fees and charges**

- 1.1 Students and persons seeking to enrol in a course with HERC are advised of all fees and charges associated with a course through the HERC website, payment plan agreement, letter of offer to the student and the course outline.
- 1.2 The information provided to each student will include:
  - a) The total amount of all fees including course fees, enrolment fees (non-refundable), materials fees and any other charges;
  - b) Payment terms, including the timing and amount of fees to be paid;
  - c) Any fees and charges for additional services.
- 1.3 Persons seeking to enrol with HERC must read and understand the Fees, Charges and Refunds Policy before signing their student acceptance form which is included with their letter of offer.
- 1.4 Course fees must be paid before any AQF Qualifications (certificates and/or statements of attainment) are issued.
- 1.5 HERC will not collect fees in advance in excess of \$1500 for services to students not yet provided.
- 1.6 Funding entitlements: Students may be eligible for government funding, however by receiving the subsidy it may reduce the students access to government funding in the future. For example, State Government Career Start Funding may limit a person to one qualification subject to eligibility criteria.

**2. Payment Plan Agreement**

- 2.1 All students have the opportunity to negotiate a payment plan agreement at the time of enrolment. The payment plan is designed to provide clear and concise information to the student about applicable fees and charges and provide options for payment.
- 2.2 The absence of a signed payment plan agreement from a student does not alleviate the student from complying with its terms and conditions. The student payment plan agreement provided with the letter of offer is seen to be an acceptance of all fees and charges associated with the student's enrolment.

**3. What student fees cover.**

- 3.1 Unless otherwise specified, course fees include the cost of all training and assessment materials. Any optional textbooks and materials that may be recommended but not required for completion of the course are not included in course fees and will be an additional cost to students (should the student wish to purchase such materials).
- 3.2 All course fees include up to three (3) attempts at assessment per unit of competency. Where an additional assessment is required in order to achieve competency, HERC reserves the right to charge a student an additional re-assessment fee. If a student is absent for an assessment that includes hire of equipment or engagement of a subject matter expert, the student may be asked to cover the cost of equipment re-hire/engagement of expert.
- 3.3 For reissuing of an AQF Qualification (certificates and/ or statements of attainment), an additional fee will be incurred at the rate provided on the *Course Fees and Additional Payment Information* sheet.

**4. Terms and methods of payment**

- 4.1 Fees are to be paid within (14) days of receipt of an invoice, unless the payee has elected to pay according to a Payment Plan Agreement which has been approved by HERC.
- 4.2 HERC accepts credit card and direct debit methods of payment. Cash payments will not be accepted.

**5. Late payment**

- 5.1 Where a student is more than sixty (60) days overdue with payments, HERC reserves the right to suspend training services until payment is made to bring fees up to date.
- 5.2 Students who are experiencing difficulty in paying their fees are invited to call our office to make alternative arrangements for payment, such as a payment plan.
- 5.3 For long-term outstanding amounts, HERC utilises the services of a debt recovery agency to ensure the collection of all fees.

**6. Refunds**

- 6.1 HERC provides a fair and reasonable refund schedule.
- 6.2 Refunds will be calculated on the following scale but also determined on an individual basis which recognises unforeseen circumstances that may affect a student's ability to continue their training.
- 6.3 The enrolment fee is non-refundable except in the instance where HERC is required to cancel a course due to insufficient numbers or other unforeseen circumstances.

**Refund Schedule**

<b>Cancellation period</b>	<b>Refund amount</b>
Prior to course commencement (date of enrolment)	Fees paid to date minus the course enrolment fee.
Within 4 weeks of course commencement	30% of total course fees payable. Any payments of course fees (except the course enrolment fee) already received above this amount will be refunded.

Between 4 weeks and midpoint of course	50% of total course fees payable. Any payments of course fees (except the course enrolment fee) already received above this amount will be refunded.
Between midpoint and completion	No refund
Diploma of Nursing students	Refunds are calculated according the census dates of the units. A refund of the unit cost will be given if the student withdraws before the census date - as per <i>Fee and Payment Plans - Diploma of Nursing</i> .

- 6.4 Students who withdraw from a course and wish to seek a refund or to have the amount they owe in fees reduced, must apply to HERC in writing outlining the details and reason for their request.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 5***

### Recognition of Prior Learning (RPL)

The purpose of this policy is to acknowledge that HERC will recognise Recognition of Prior Learning (RPL) for individuals who have had previous formal and informal learning which when assessed, demonstrates achievement of one or more units of a qualification.

To apply for RPL a student is required to make an appointment to meet with a HERC Educator to discuss the procedure. Students will be provided with the relevant RPL information and required documentation at this meeting.

The process is to be undertaken prior to the student commencing their course. Charges are in accordance with the *HERC Course Fees and Additional Payment Information*.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 1.12***

### Credit for prior studies

HERC accepts and provides credit to students for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- a) AQF certification documentation issued by another RTO or AQF authorised issuing organisation;
- b) Authenticated VET transcripts issued by the Registrar.

Credit for prior studies will be given where students have previously completed qualifications or units that are recognised as being equivalent to those in a qualification or unit/s of a student's enrolment with HERC.

The process is to be undertaken prior to the student commencing their course and charged in accordance with the *Course Fees and Additional Payment Information* sheet.

All VET qualifications and transcripts/record of results are to be authenticated by sighting the original document, taking a copy, and dating and signing the copy and placing on the student file.

HERC will contact the issuing RTO to confirm authenticity of the document.

***This policy relates to Standards for Registered Training Organisations 2015: Standards 3, 3.5***

### Student Plagiarism and Collusion

The Student Plagiarism and Collusion policy is to ensure that students do not gain unfair advantage by plagiarising, colluding or cheating at anytime and to clearly describe the steps to be taken when these acts are suspected or identified.

This policy applies to any students enrolled in qualifications and courses at HERC and covers:



1. Student integrity and honesty
2. Prevention strategies
3. Unacceptable acts of cheating, plagiarism and collusion
4. Responding to incidents

The Student Plagiarism and Collusion Policy can be obtained from HERC Reception

***This policy relates to Standards for Registered Training Organisations 2015: Standard 1, table 1.8-2***

### Student Support

HERC is committed to ensuring all students receive adequate learning support to ensure their full potential is reached by providing all students access to educational support services necessary to meet the requirements of the training product.

#### 1. Needs identification

- 1.1 Students' learning and support needs are identified upon entry into their course of study. Information to make this assessment is gathered through:
  - a) Details provided by the student on the application and/or enrolment forms.
  - b) Assessment of the formal language, literacy and numeracy skills test for each student upon commencement of the course.
  - c) Discussion with the student during their induction to the programme.
  - d) Assessment of each student's prior formal and informal learning.

#### 2. Learning support

- 2.1 All students are provided with a range of learning support options and resources to help them achieve competency, including:
  - a) Conducting classes, tutorials and workshops;
  - b) Individual support;
  - c) Providing computer and technology support;
  - d) Referral to external support services.

Where there is difficulty in achieving learning goals, the Educator and student will meet and develop a learning plan. The student will be provided with information about possible alternative pathways including additional tools and resources. The information provided will vary depending on the individual needs of the student.

***This policy relates to Standards for Registered Training Organisations 2015: Standard 1.7***

### Clinical Placement

HERC is committed to ensuring students, host organisations and HERC staff are aware of their obligations in relation to clinical placement. This policy outlines the HERC approach to coordinating Clinical Placements in order to provide students with a valuable and meaningful learning and work experience.

During the application process, potential students are made aware of the clinical placement requirements for their chosen qualification.

HERC will ensure:

- a) Host employers/organisations and students are aware of their obligations during the clinical placement;
- b) Only approved host employers with a current clinical placement agreement will be used for student clinical placement;
- c) Students have adequate insurance protection while on placement;

- d) A signed student agreement will be submitted to the employer/organisation for approval and signature prior to the commencement of the clinical placement;
- e) Educators will visit each student on placement (at least once a week) and students will have access to the Educators during shift times via mobile phone;
- f) Students are in possession of a current National Police check (not more than 3 years old);
- g) Students have completed a clinical placement agreement and if necessary a medical certificate prior to going on placement; and
- h) Students undertaking the Diploma of Nursing have relevant immunisation (as outlined in the Infectious Disease Policy).

***This policy relates to Standards for Registered Training Organisations 2015: Standards 1, 5.2(b),***

### Health and Safety

This policy outlines the approach taken by HERC to ensure a healthy and safe environment for all students, staff and others participating in any activities within the premises or under the employment of HERC.

HERC meets the requirements of the [Work Health and Safety Act 2011](#) (Commonwealth) and the Tasmanian [Work Health and Safety Act 2012](#) and complies with all other relevant State and Commonwealth legislation, regulations, codes of practice, advisory and best practice standards as well as organisational policies and procedures.

#### **HERC is committed to:**

- a. Providing a safe and healthy environment for all students, staff and others during their participation in activities with HERC;
- b. Implementing effective risk management systems that are relevant and suitable for scope of business; promoting workplace health and safety at all times; and continuously improving performance in relation to health and safety;
- c. Encouraging active participation, cooperation and consultation with all students, staff and others in the promotion and development of measures to improve health and safety;
- d. Actively responding to, recording and investigating all incidents;
- e. Maintaining relevant policies, procedures, training, codes of conduct and systems to support and communicate effective health and safety practices throughout HERC;
- f. Routinely conducting checks of the work environment to assess risks, identify hazards and identify areas for improvement;
- g. Taking immediate response to reduce the risk of identified workplace hazards;
- h. Providing appropriate induction, training, information and updates to staff on a regular basis about workplace health and safety.

#### **1. Reporting**

- 1.1 All staff, students and others are required to report any identified workplace hazards and associated risks as soon as they become aware of them using the Incident/ Hazard Report Form.
- 1.2 All staff, students and others are required to report any incident that causes harm to a person during their participation in work and/or training activities with HERC.

#### **2. Staff and Student Safety**

All staff and students have a responsibility to work safely; take all reasonable care for their own health and safety; and always consider the health and safety of others who may be affected by their actions.

***This policy relates to Standards for Registered Training Organisations 2015: Standards 5, 7***

### HERC Educators

This policy outlines the HERC approach to ensuring quality training and assessment services by ensuring Educators are competent to provide those services.

The HERC Business Manager is responsible for ensuring all Educators have the appropriate qualifications and expertise for quality training and assessment.

All HERC Educators:

- a. Hold a TAE 40110 Certificate IV in Workplace Training & Assessment (or current equivalent), or at least diploma or higher qualification in adult education and have current industry knowledge;
- b. Abide by the *Standards for Registered Training Organisations (RTOs) 2015* in maintaining currency in their vocational knowledge and skill along with that required of Vocational Education and Training;
- c. Have a minimum of three years experience as a Registered Nurse if delivering Diploma or higher qualifications.

***This policy relates to Standards for Registered Training Organisations 2015: Standards 1.14, 1.16, 1.22, and 7.***

### Other HERC policies, guidelines and student information

In addition to the information in this manual HERC has other policies, procedures, guidelines and documents that inform best practice in the delivery of training. Copies of the following are available at HERC reception at 182 Macquarie Street, Hobart or alternatively, you can access this information on our online system Moodle.

- Assessment Policy and Guidelines
- Appeals Policy
- Course Fees and Additional Payment Information
- Document Development Policy
- Financial Management Policy
- HERC Simulation Code of Conduct
- HERC Student Code of Conduct
- Infectious Disease Policy
- Information Technology Policy
- National Police Certificate Guidelines and Procedures
- Quality Assurance Policy
- Records Management Policy
- RPL and Credit for Prior Studies Procedures
- Student Disciplinary Policy and Procedure
- Student Handbook
- Student Network Usage Agreement
- Student Plagiarism and Collusion Policy
- Training Package Transition policy