



KEY INFORMATION
FOR SCHOOLS
AND STUDENTS

HANDBOOK



St Stephen's College
Knowledge into purpose

WELCOME



Thank you for choosing St Stephen's College as your training provider and allowing us to play a role in your learning journey.

We pride ourselves on providing professional and flexible learning, giving you the best opportunities and experience to achieve your goals. We hope you enjoy learning at St Stephen's College.

We are here to help you make the most of your learning journey.

Iain Langridge
MANAGING DIRECTOR
St Stephen's College

CONTENTS

SECTION ONE		
INTRODUCTION	3	
Our commitment to you	3	
Access and equity	3	
Discrimination	4	
Change of personal details	4	
Change of RTO or 3 rd party arrangements	4	
SECTION TWO		
COURSE SELECTION, ENROLMENT AND INDUCTION	5	
Course selection	5	
Enrolment	5	
Induction	5	
SECTION THREE		
TRAINING AND ASSESSMENT	6	
Learning materials	6	
Making the most of your training	6	
Cheating, collusion & plagiarism	6	
Assessment	7	
Course assessment	8	
Presentation of assessments/assignments	8	
Assessment results	8	
Reasonable adjustments	8	
Extensions for assessment	8	
Recognition of prior learning	8	
Recognition process	9	
Recognition decision	9	
Mutual recognition	10	
Evaluation and feedback	10	
SECTION FOUR		
STUDENT SUPPORT		11
Language, literacy and numeracy		11
Specific learning needs		11
SECTION FIVE		
APPEALS AND COMPLAINTS		12
Appeals		12
Grounds of appeal		12
Appeal outcomes		13
Complaints		13
Lodging a complaint		14
SECTION SIX		
STUDENT RESPONSIBILITIES		15
Attendance		15
Punctuality		15
Behaviour		15
Misconduct		15
Respect for others		16
Discipline processes		16
Dress & hygiene requirements		16
Mobile phones		16
Duty of care		17
SECTION SEVEN		
UPDATES & FEEDBACK		18

SECTION ONE

INTRODUCTION

THANK YOU FOR CHOOSING ST STEPHEN'S COLLEGE.

St Stephen's College provides quality vocational education and training (VET) to high schools and their communities. We are a private company established by St. Stephen's School to enable schools and education organisations around the world to access VET.

The College aims to support high schools to deliver high quality, innovative and engaging training that is relevant to students and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain at the forefront of technology and industry standards.

Currently, the College offers a range of training products and services, including:

Nationally recognised qualifications

- BSB10115 Certificate I in Business
- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business
- BSB40215 Certificate IV in Business
- 1062NAT Certificate I in Spoken & Written English
- 1063NAT Certificate II in Spoken & Written English

Non-accredited programs

- Foundation Course - Intensive English

As an RTO, the College complies with the Standards for Registered Training Organisations 2015.

Our commitment to you

The College is committed to providing quality training and assessment services to its students.

We aim to:

- Respond to industry needs and trends;
- Deliver high quality, innovative and engaging training;
- Maintain a person-centred approach;
- Foster relationships with our students and client schools;
- Support flexible learning opportunities;
- Support facilitative and open learning environments and practices;
- Ensure all training is delivered by qualified trainers and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;
- Support healthy and effective learning environments for students;
- Support the production of competent and confident graduates that benefit the community and industry.

Access and equity

The College is committed to promoting, encouraging and valuing equity and diversity with respect to its students and to providing them with positive learning environments to achieve success.

The College abides by equal opportunity principles, providing access to the benefits of training and assessment for all students regardless of sexuality or gender identification, pregnancy, race, marital status, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

For further information, see *St Stephen's College Access & Equity Policy*.

Discrimination

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law to discriminate against a person because of their age, sex, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status, sexuality or gender identification.

If you feel that you are being discriminated against in any form, please contact your Dean or school VET Coordinator or the College.

Change of personal details

Students are required to ensure all personal details recorded with the College are up-to-date at all times. Should your circumstances or details change, please advise both your school and the College.

Change of RTO or 3rd Party Arrangements

Students will be advised at the earliest possible time of any changes to the agreement between the College and a client school or client organisation that impacts on a student's ability to complete their course and receive certification, in the manner indicated at the time of enrolment. This includes any major change of business name, ownership or training and assessment strategy.

SECTION TWO

COURSE SELECTION, ENROLMENT AND INDUCTION

Course selection

The College has a range of strategies in place to ensure that future students are well informed about our courses, what they will learn, and their opportunities, prior to enrolment.

Information about a student's course selection and related information will be provided by client schools to the College to assist in the preparation of the course structure, content, and to assist in the preparation for any specific learning needs.

Enrolment

Students will complete a formal enrolment process when they commence their course. They will be asked to provide details necessary for national reporting and recording of qualifications prior to enrolment.

Pre-course assessment

Some courses include a pre-course assessment. Details will be provided as required.

Induction

As part of the induction process to the course, the trainer will provide course details and seek information about each student's expectations.

SECTION THREE

TRAINING AND ASSESSMENT

The College supports client schools to deliver training courses at their campus according to student needs, course type, and learning styles.

Learning materials

Students receive a copy of training and/or assessment materials as part of the course fee, which is paid by the school.

Please look after your materials.

Should you lose or misplace the materials provided, your school may charge additional fees for their replacement.

Making the most of your training

It is very important to make the most of your training opportunity. To optimise your own learning and successful completion, undertake the following:

- Attend all training sessions and complete all required reading and learning activities
- Prepare in advance of each training session
- Be a willing participant
- Work with fellow learners
- Respect other people's opinions
- Ensure you have a clear understanding of the assessment requirements
- Take responsibility for the quality of evidence that you submit to the trainer/assessor
- Keep track of your progress
- Complete and submit all assessment tasks on time, using clear and concise language
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task
- Your trainer/assessor may be able to offer support or grant additional time
- Please note there may be conditions to gaining an extension

Cheating, collusion & plagiarism

The College regards the integrity of assessment as critical to its responsibilities and strives to ensure assessment processes are not compromised.

The College will work with your school to monitor assessment malpractice. Malpractice includes:

- **Cheating** – all assessments must be 100% your own work. Submitting another person's work as your own is cheating and will not be tolerated.
- **Collusion** – collusion is the presentation of work which is the result, in whole or in part, of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have the opportunity to copy your work.
- **Plagiarism** – copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied, in whole or in part, from another person's work or from any other source such as the internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs. You must follow referencing guidelines if you take another person's idea and put it into your own words.

Assessment

Assessment is an integral part of your learning if you wish to successfully complete a College course and gain certification.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

Throughout the training program you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Certification will only be given to students who successfully complete all assessment requirements for a course.

St Stephen's College is required to meet stringent quality requirements in the conduct of all assessments.

St Stephen's College provides carefully constructed and user friendly assessment resources to meet these quality requirements.

Various assessments tasks/activities may be involved including, but not limited to:

- Observation of performance
- Assignments
- Written activities
- Written/oral questioning
- Oral presentations
- Workplace performance
- Projects
- Case studies

- Role plays/simulations
- Demonstration of skills
- Online assessments
- Video clips
- Portfolio of evidence

Course assessment

There will be assessment tasks set for each course, regardless of the learning mode. Assessment activities and expectations will be explained to students and are outlined within learner/assessment resources.

Presentation of assessments/assignments

- All assessments should be typed
- Handwritten assessments are accepted, however handwriting must be clear and easy to read
- Students are entitled to resubmit assessments only once. If the re-submissions are still deemed Not Yet Competent (NYC), students will need to discuss their progress in the course with their trainer/assessor

Assessment results

Students have access to their own learning record which will indicate assessments undertaken and the units of competency that the individual has attained.

Results of assessment are provided to students as soon as is practical by their school. Assessment results are confidential at all times and will not be given to any other party unless a written request, signed by the student or parent/guardian, is received in advance.

Reasonable adjustments

Students with disabilities are encouraged to discuss with their school and with the College any reasonable adjustments to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for their school to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency based training and assessment.

Extensions for assessment

It is expected that all assessment tasks will be submitted on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Recognition of prior learning (nationally recognised qualifications only)

College policy requires no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

The College aims to maximise the recognition of a learner's prior skills and knowledge while maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Students who consider they already possess the competencies identified in all or part of any course/qualification offered by St Stephen's College may seek recognition.

Recognition is a collective term and includes:

- Recognition of prior learning (RPL)
- Credit transfer (CT) and
- Mutual recognition

All students have the opportunity to apply for recognition. Students seeking recognition should contact our School VET Liaison who will provide the information needed to complete an application. Students will be required to submit evidence for a Unit(s) of Competency and have it assessed by a qualified assessor without completing the training.

Students granted recognition may not be required to submit assessments. However, as the course is part of their schooling, they are expected to attend all timetabled classes.

Recognition process (nationally recognised qualifications only)

Recognition is a method of assessing whether a student has evidence of competency for a particular Unit of Competency the student is enrolled in. It is important to remember that recognition is an **assessment process** not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a student through:

- previous formal training
- work experience and/or
- life experience

Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The main focus of recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note, the onus is on the student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the assessor.

Any documents provided in support of a claim of competency must be originals rather than copies. The original documents will be photocopied and returned to the student. It is also expected that any evidence submitted is the student's own and if any part of the work is the work of others, that this is formally acknowledged and advised.

Recognition decision (nationally recognised qualifications only)

Regardless of the type of evidence submitted, assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(ies)
- Any regulatory requirements
- Authenticity – that it is the student's own evidence and can be authenticated
- That the student can perform the competency consistently and reliably
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF)
- The College is committed to ensuring that all judgments made by assessors against the same competency standards are consistent. Your assessor will examine the evidence that you present and then make a judgement on that evidence which will be either:
 - Competent (C) – you have been deemed competent against all the requirements of the Unit/s of Competency
 - Not Yet Competent (NYC) – you have not yet demonstrated competency to all requirements

Your school trainer/assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.

For further information on Recognition, please see *St Stephen's College Recognition Policy*.

Mutual recognition (nationally recognised qualifications only)

The College recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as mutual recognition or credit transfer. Mutual recognition is applicable when a Statement of Attainment or qualification provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enrol. Students are required to formally apply for mutual recognition. With mutual recognition students are not required to undertake learning in the unit/s again, the student is exempt.

Evaluation and feedback

The College values feedback from students as it assists us to continuously improve the products and services we offer. Students are encouraged to provide feedback, both positive and constructive.

The College has developed feedback forms which will be circulated by your school.

Thank you in advance for your comments.

SECTION FOUR

STUDENT SUPPORT

The College understands that there may be times when personal issues may affect your ability to undertake your training. We will work closely with your school as appropriate to provide you with additional support and assistance to undertake or complete your learning.

Language, literacy and numeracy

The College, through your school, makes appropriate concessions for language, literacy and numeracy issues of students. For Nationally Recognised qualifications, the College meets the language literacy and numeracy requirements of the relevant training package and will make adjustments as long as they do not compromise the the requirements of the relevant training package and the integrity, equity and fairness of assessment.

Where there are entry requirements for courses, such as literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment information.

Advice is given to all students on appropriate actions if there is a need to update literacy and numeracy skills. Your school will be able to assist in providing this additional development prior to completing your enrolment into vocational skills.

Specific learning needs

Students intending to enrol for training with the College through their school, are requested to advise us if they have any physical or other learning difficulty (e.g. English language, literacy or numeracy difficulties, dyslexia, etc) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Students with disabilities or learning difficulties are encouraged to discuss with the College any needs and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

The Dean or School VET Coordinator, in collaboration with the student and their school, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the student's learning.

SECTION FIVE

APPEALS AND COMPLAINTS

Appeals

The College ensures that students have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways.

Students have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and that they have grounds for an appeal. The process is outlined below and includes the following:

- You may bring your appeal directly to the College. The College will address the appeal directly, and will involve your school VET Coordinator and your trainer and assessor to resolve the issue
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process. This means that the College will hold a hearing appropriate to the circumstances, ensure there is a lack of bias in the process, use evidence to support a decision and inquire into the matters in dispute. The appeals policy is publicly available via the college website or by contacting the College
- You can provide details of your appeal either verbally and/or in writing. All appeals must be lodged within 7 calendar days of the date of the assessment result notification being received by the student
- If the appeals process fails to resolve the appeal or you are not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at your request. You will be advised of all costs incurred for the third party review
- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application
- All appeals are acknowledged in writing and finalised as soon as practicable. If the appeal will take in excess of 60 calendar days to finalise the College will inform you in writing providing the reasons why more than 60 calendar days are required. You will also be provided with regular updates on the progress of the appeal
- The College strives to deal with appeal issues as soon as they emerge in order to avoid further disruption or the need for a formal complaint process. All appeals will be handled in confidence and will not affect or bias the progress of the student in any current or future training
- Either you or the college can involve a qualified third party to assist, to ensure all parties receive natural justice

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the you feel the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly
- The judgement was not made in accordance with the Assessment Plan
- Alleged bias of the assessor
- Alleged lack of competence of the assessor
- Alleged wrong information from the assessor regarding the assessment process
- Alleged inappropriate assessment process for the particular competency
- Faulty or inappropriate equipment and/or
- Inappropriate conditions

Appeal outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:
 - i. the original assessment will be re-assessed, potentially by another assessor
 - ii. appropriate recognition will be granted
 - iii. a new assessment shall be conducted/arranged
- b) Appeal is rejected/not upheld; in accordance with St Stephen's College Assessment Policy the student will be required to:
 - iv. undertake further training or experience prior to further assessment or
 - v. re-submit further evidence or
 - vi. submit/undertake a new assessment

For further information, see *St Stephen's College Appeals Policy*.

Complaints

The College has a fair and equitable process for dealing with student complaints.

All students have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of the Complaints Policy:

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially
- Complaints will be resolved on an individual case basis, as they arise
- All students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party), or the behavioural conduct of another student
- All complaints are acknowledged in writing and finalised as soon as practicable
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially
- Either you or the college can involve a qualified third party to assist to ensure all parties receive natural justice. This means that the College will hold a hearing appropriate to the circumstances, ensure there is a lack of bias in the process, use evidence to support a decision and inquire into the matters in dispute. In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum
- Final decisions will be made by the Managing Director of St Stephen's College or an independent party to the complaint. The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required
- If the complaints process fails to resolve the complaint, or the complainant is not satisfied with the outcome of the complaint, the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant
- If the complaint will take in excess of 60 calendar days to finalise, the College will inform the complainant in writing, providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated. All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the student in any current or future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process

Lodging a complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the student to the trainer/ assessor or to the Managing Director.

A complaints form must be completed to commence the process.

For further information, see *St Stephen's College Complaints Policy*.

SECTION SIX

STUDENT RESPONSIBILITIES

Attendance

Student attendance in class is paramount to successful completion of learning and assessment outcomes. Students are expected to be in attendance for all training sessions.

Attendance at training is recorded during each class by your school. These records are required for both learning and health and safety reasons.

It is expected that students arrive to class on time and remain for the full duration. Should it be necessary for you to leave a class early, you must advise the trainer/assessor before the class commences.

All classroom sessions are designed to provide students with the essential knowledge and skills required for relevant units of competency. It is expected that students will undertake additional reading and research.

If you are going to be absent from a scheduled class or activity, please advise your trainer/assessor or St Stephen's College administration personnel. Other arrangements can be made, including self-paced learning or alternative training dates. You will also be required to provide a written note from your parents supporting your absence.

Punctuality

As a courtesy to other students and the trainer/assessor, all students must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other students and the trainer/assessor.

Behaviour

Students are expected to behave appropriately and in a mature manner at all times. All students are expected to take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

Misconduct includes:

- Offensive conduct or unlawful activity (for example, theft, fraud, violence, assault)
- Interfering with another person's property
- Removing, damaging or mistreating the College's property or equipment
- Cheating, collusion or plagiarism
- Interfering with another person's ability to learn through disruptions during training
- Breach of confidentiality
- Inappropriate language
- Serious negligence, including Workplace Health and Safety (WHS) non-compliance

- Discrimination, harassment, intimidation or victimisation
- Being affected by drugs or alcohol and being unfit to participate in learning activities

Respect for others

It is expected that the behaviour of all persons in the learning environment promotes a positive learning experience. Respect for other students and the trainer/assessor is expected.

- Inappropriate language and actions will not be tolerated
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated
- Treat facilities and equipment with due care and respect
- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory

Discipline processes

The College works closely with client schools. This includes supporting your school's disciplinary processes.

Your school may implement student discipline processes should a student be found to be acting inappropriately, due to misconduct or assessment malpractice.

Your school will at all times seek to resolve issues around inappropriate behaviour to the benefit of the student. If this is not successful, then further disciplinary processes may include:

- The student being asked to justify why they should continue to participate in the learning group
- Suspension from the training room
- Expulsion from the training room or
- Expulsion from the training course.

Dress & hygiene requirements

Students are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment
- Appropriate school or workplace attire, including personal protective clothing (PPE) for training in workplace or simulated environments
- Appropriate footwear must be worn at all times
- Since you will be working in close proximity with others, care with your personal hygiene (cleanliness of clothing and hair, use of deodorant etc) is requested.

Mobile phones

All phones must be turned off during training, as a courtesy to the trainer/assessor and other students. In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

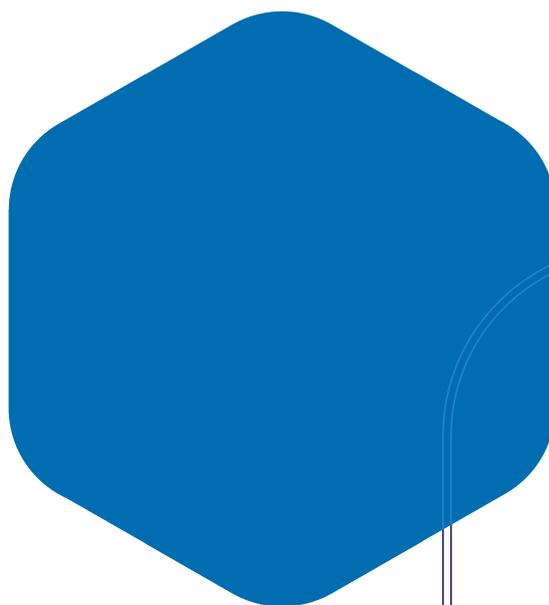
Duty of care

Under WHS legislation, students have a duty of care to maintain a safe environment for both themselves and their fellow students.

- Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.
- If you have a personal health condition which may become critical while attending training, please advise your school before commencing the course. All information will be treated in strict confidence and is only needed so your school can provide support or treatment should an emergency arise.
- Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person
- Not wilfully or recklessly interfere or misuse anything provided by the College in the interests of health, safety and welfare
- Cooperate with health and safety directives given by school staff or those of St Stephen's College
- Ensure that you are not affected by the consumption of drugs or alcohol



SECTION SEVEN

UPDATES & FEEDBACK

The college seeks to maintain the accuracy of the information contained in this handbook. If you have any questions or concerns with the details provided, please contact us.

Phone: +61 8 9243 2109

Email: enquiries@ststephenscollege.com.au





CONTACT

PHONE +61 8 9243 2109
HARRINGTON AVENUE
TAPPING, WA 6065

ENQUIRIES@STSTEPHENS COLLEGE.COM.AU
STSTEPHENS COLLEGE.COM.AU

RTO NUMBER: 41472
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**St Stephen's
College**

Knowledge into purpose