

*alffie*

**STUDENT  
HANDBOOK**

for Accredited Training

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## About *alffie*

### Welcome

Welcome to *alffie*. Thank you for choosing to study with us, we hope that your training will bring you one step closer to reaching your goals.

### About us

*alffie* is a true end-to-end company, which means we control every stage of course production and ensure the highest quality of products and how they are delivered and supported.

We are unique because we're an RTO that builds and delivers our own courses and then connects students from the online world to the reality of the workplace.

We are committed to empowering students with real skills that can kick start their career or help them step up in their career pathway. With our range of government accredited and non-accredited courses, we have training solutions for a wide range of industries.

*alffie* also offers a range of non-accredited short courses to support and assist students to address challenges or barriers to employment.

### Being an RTO

*alffie* is a Registered Training Organisation (RTO) that provides a range of accredited and non-accredited training solutions in a wide range of industries. *alffie* is registered with Australian Skills Quality Authority (ASQA) to ensure it meets the required Standards for Registered Training Organisations to provide quality training and assessment.

Trading name: *alffie*

Legal name: Training Online Australia Pty Ltd

RTO Registration Number: 41206

# Course Information and processes

## Information about the course

To find information about a specific *alffie* course please see the respective student course flyer, this can be found in the handbook tab of your student portal account or by contacting *alffie* Support on 1300 253 343.

## What is a nationally recognised qualification?

Our training programs are designed to meet the requirements of a nationally recognised qualification. Courses are based upon competency-based training principles.

A 'competency' is a broad concept that describes a person's ability in a range of areas.

It covers:

*The general task / the skills necessary to complete the task / the management of the task / and the range of general environments in which the task is completed.*

Competency based training is aimed at providing students with the skills, knowledge and understanding to demonstrate competence against standards endorsed nationally by industry competency standards.

Competency Standards reflect the knowledge and skills and the application of those knowledge and skills to the standard of performance required for employment.

Standards are developed by industry parties, based on the organisation of work expressed in terms of workplace outcomes and regularly reviewed to ensure their continuing relevance to the workplace.

## Adult learning

We acknowledge the importance of adult learning principles in the delivery of effective training. We believe that all students should be encouraged to take responsibility for their own learning and understand that as learners, they have an active role to play in their training/learning and assessment process.

Students are required to show a commitment to their course by reading all provided lesson and course material, making a genuine attempt to answer their questions and taking the initiative to actively seek assistance from *alffie* staff if required.

## Contracts and agreements

The course enrolment is the first Contract or Agreement a student will receive from *alffie*, this is an Agreement between, *alffie* as the Registered Training Organisation and the student. If the student is enrolled through an Employment Service Provider this contract will also include them.

The acceptance and confirmation of enrolment, acts as the student's agreement into this contract.

Students may have more than one Contract or Agreement over the life of their course with *alffie*.

Possible reasons include:

- Transition of course
- Addition of a Workplace Employer
- Dates or details for contract could not be predetermined, such as the Work Placement Phase\*
- Changes to dates or Study Schedule
- Change of Employment Service Provider (if applicable)

All Contracts or Agreements completed with *alffie* are binding, and relevant terms and conditions should be considered prior to agreement and entering into said contract or Agreements.

The Contract for Work Placement\* includes details such as the Workplace Employer, dates and shifts for work placement, as this information can not be predetermined prior to the students satisfactorily completing all units in their course and the sourcing of an appropriate workplace employer, an additional contract is required. This is to protect the student and ensure the student is adequately prepared prior to work placement commencing.

*alffie* makes all effort to support active students outside of Contract or Agreement dates to achieve success in their course, but are not obligated to. This process is at *alffie*'s discretion.

***\*Please note not all courses require Work Placement***

## Course entry requirements

The general course entry requirements for *alffie*'s accredited courses are:

- Complete language, literacy and numeracy requirements
- Regular access to a computer, tablet or smartphone to undertake learning and assessment activities (some aspects may require use of a computer for full functionality)
- Regular access to the internet
- Regular access to an email account
- Software required - Adobe Flash Player
- Complete language, literacy and numeracy requirements
- The ability and willingness to complete an online course
- The ability and willingness to undertake work placement if applicable
- The ability to communicate directly with *alffie*
- The ability to communicate in English with *alffie* and on Work Placement
- The ability to understand basic instructions provided written or verbally in English
- The ability to read safety signs

Additional course entry requirements may apply to specific courses, for information on the entry requirements for a specific course, please see the respective Student Course Flyer.

If a student feels they are unable to meet the course entry requirements, but still wishes to undertake the course they need to contact *alffie* prior to confirming enrolment. *alffie* will provide advice on how this would affect the student's ability to actively participate in the course and their opportunities to succeed in the course.

## Course structure

### Learning and Assessment Resources

*alffie* applies a dedicated approach to deliver learning and assessment resources that are current, meet competency standards and applicable compliant assessment methods.

*alffie* endeavours to ensure that all its learning resources are aligned with the relevant training packages, in accordance with the National Register provided by Vocational Education and Training in Australia. *alffie*'s training resources receive regular review and validation as part of our commitment to continuous improvement.

Information contained in the training resources may be drawn from sources believed to be reliable and dependable at the time of production. *alffie* does not warrant the correctness of sources and does not accept responsibility to anyone for any errors or omissions or for any loss or damages that may result from the use of the training resources.

All *alffie* courses are delivered by a blended learning approach, made up of three main components:

### Support model

Students receive engagement calls from our Student Support, Assessment and Work Placement teams, at predetermined fixed points in their study. These teams are there to support and encourage students, keep them informed of their course progress, assist students with their assessment work and how to implement skills and knowledge learnt in the workplace and provide feedback to the students. These teams also ensure the work submitted for assessment is the student's own through authentication strategies.

The Assessment team may make additional calls to students if the student's work submitted indicates a need for additional support.

Every point of contact with our students, from all teams, is concluded by encouraging the student to stay in touch with us and alert us to any problems they may experience or any additional support they may require from our assessment team with their assessment work. Multiple options for contacting *alffie* are available for students including catering for students affected by low income and timezones. These include, by email, phone and online chat.

These teams are available from 9am-6pm Eastern Standard Time weekdays to provide maximum availability to students in all states and territories. Outside of these hours, students can access the Help and Support page on the *alffie* Learning Management System (LMS), this page contains a number of FAQs to facilitate self-assistance.

### Theoretical delivery

This is both diversified and engagement conscious through interactive activities, audio visual components and language literacy and numeracy support notes. Students complete their theoretical requirements of the unit/course in an online environment. The students are provided with the relevant resources and materials that correspond to the units being delivered. The students use the resources and materials to complete the unit/course requirements online.



**\*Practical experience**

Students that need to undertake final assessments take the theory that they have learnt in the online environment into the workplace where they perform a range of practical exercises in realistic situations as part of Work Placement.

Work Placement occurs over a period of time, usually 2-3 weeks full time or equivalent to ensure students have the opportunity to become familiar with the workplace and practice implementing the skills and knowledge learnt from the course prior to workplace assessment occurring.

***\*Please note not all courses require Work Placement***

## Delivery

*alffie* courses are designed into small learning blocks determined by the agreed Study Schedule. These learning blocks allow students to study at a time, place and pace that suits them within the learning blocks.

### Study schedules

Most *alffie* courses are offered by Study Schedule, a form of timetable. If a student is referred to *alffie* through an Employment Service Provider the Study Schedule will be set in consultation with the Employment Service Provider. *alffie* uses Study Schedules to apply the attendance requirements and to monitor student progress.

If for any reason a student feels they will not be able to meet the requirements of their Study Schedule, they must ensure they let *alffie* know as soon as possible. Students must also inform their employment consultant if they have been referred to *alffie* by an Employment Service Provider.

*alffie* can not remove or alter a Study Schedule without agreement from all parties except where course credit is being applied.

### Attendance

*alffie* requires students to regularly log into their *alffie* Accounts, participate in learning activities and make genuine attempts to complete the assessment activities.

### Non participation in study

When a student fails to meet their attendance or study schedule requirements for an extended period of time, *alffie* considers this as demonstrating a lack of commitment to the course by the student and may result in withdrawal from the course.

*alffie* will make several attempts to contact the student regarding their non participation to discuss their intentions moving forward.

Students are encouraged to keep *alffie* informed of any circumstances that may affect their ability to meet the Attendance or Study Schedule requirements. Students are also encouraged to keep their employment consultant informed if they have been referred to *alffie* by an Employment Service Provider.

### Approved Education Breaks

An Approved Educational Brake (AEBs) is an approved period of time a student can be inactive in their studies without affecting their study schedule or attendance requirements.

In some special circumstances an Approved Education Break may be able to be applied. For more information or to apply, a student is required to contact *alffie* support. If a student has been referred through an Employment Service Provider the student should contact their Employment Consultant. Please note eligibility and conditions apply.

Approved Education Breaks must be mutually agreed upon to by the student, *alffie* and an Employment Consultant if applicable in order to be applied.

## **Theory assessments**

*alffie's* theory assessments are all undertaken through the online aspect of the course. Assessment activities can be multiple choice, short answer, drop and drag, small projects or interactive activities.

## **Genuine attempts**

All students are required to make a genuine attempt at all assessment activities, this means *alffie* does not accept swear words, gibberish, keyboard mash, blank spaces, 'copy paste' without context or 'I don't know' as answers. Assessment responses that are considered offensive will also be considered a non-genuine attempt.

Assessments submitted that are deemed as a non-genuine attempt will be marked 'Inadmissible' against the workbook.

Please note that entering 'I don't know' is however acceptable when the student does not understand and is seeking support from an assessor. Students in these circumstance must contact *alffie* to book a coaching session with an assessor.

## **Assessment result types**

There are no 'pass', 'fail' marks for Competency Based Training. There are 3 result types a student can receive on their Theory Assessments.

### *Satisfactory*

This will appear as 'Completed' against the workbook.

This means the student has demonstrated a thorough understanding of the required skills and knowledge of the theoretical components of the unit.

No additional revision or attempts are required for the theory aspect of the unit.

### *Not Yet Satisfactory*

This will appear as 'Revision' against the workbook.

This means that there were some areas of the assessment that the student has not been able to clearly demonstrate that they had met the required skills and knowledge of the theoretical components of the unit.

In some circumstances this may be as little as one key assessment activity incorrect that is vital to demonstrating a core aspect of the unit.

Where possible, *alffie* includes in all of its assessments, opportunities for students to demonstrate core aspects of the unit on a number of occasions in a variety of methods to provide students with the best opportunity to succeed.

Students are provided feedback and advice on all incorrect assessment activities to assist in revision and resubmission.

### *Inadmissible*

An Inadmissible result in the workbook, indicates the assessment submission was considered a non-genuine attempt or offensive submissions.

Inadmissible submissions may not be marked by assessors prior to being returned to the student for revision, dependent on the severity of the nature of the original attempt.

### **Revision**

If a theory assessment is deemed '*Not Yet Satisfactory*' or '*Inadmissible*' it will be returned to the student for revision and resubmission.

It is important that students take the time to work through their units in revision and contact *alffie* Assessment team if they require any assistance or clarification.

When opening a unit in 'Revision' the student will be directed to the questions that require a further attempt. After a new attempt is made at all incorrect assessment activities for the unit, the student needs to move through to the end of the unit and click the 'submit' button to re-submit the assessments.

Students may have 3 attempts at completing each unit's theory assessments where required.

### **Work placement & workplace assessments**

All RTOs operating under national qualification standards require students to demonstrate competence as part of their qualification assessment.

To be deemed competent students are required to undertake a work placement in order to fulfil the practical demonstration requirements for their certificate\*. *alffie* will assist in organising Work Placement, once the student is deemed '*Satisfactory*' in the theory component of all units. The student is required to be deemed satisfactory in their theory in order to ensure they are adequately prepared to enter the work environment and undertake the planned tasks and assessments.

Workplace assessment occurs during work placement therefore this makes up the final component of the assessment\*. If the student does not complete a Work Placement they may only be eligible for a Statement of Attainment for the units in which they have successfully completed the theory component.

Students will be given one opportunity to enter the work placement phase, if the student declines the offer of work placement they will be required to source their own placement within a 3 month period\*\*.

***\*Please note not all courses require Work Placement***

\*\*This rule does not include students that are on an approved medical exemption.

### **Work placement result types**

There are no 'pass', 'fail' marks for competency-based training. There are 3 result types a student can receive on their Workplace Assessments.

#### *Satisfactory*

A *Satisfactory* result has been achieved for work placement for all required units.

This means for all units that the student was assessed against during work placement, the student was able to demonstrate in a work environment a thorough understanding of the required skills and knowledge of the practical aspects of the units.

### *Partial Satisfactory*

A *Partial Satisfactory* result has been deemed for the overall work placement, some required units have been deemed *Satisfactory*, whilst others have been deemed *Not Yet Satisfactory*. Students wishing to have a second attempt at work placement, are required to find their own work placement within 6 months of the date the original work placement was resulted, but support may still be provided by the Work Placement team to do so. Students may only have three attempts at work placement.

### *Not Yet Satisfactory*

A *Not Yet Satisfactory* result has been deemed for work placement for all required units.

This means for all units that the student was assessed against during work placement, the student was either unable to demonstrate or provide sufficient evidence in a work environment of a thorough understanding of the required skills and knowledge of the practical aspects of the units.

Students wishing to have a second attempt at work placement, are required to find their own work placement within 6 months of the date the original work placement was resulted, but support may still be provided by the Work Placement team to do so. Students may only have three attempts at work placement.

### **Revision**

Where a Work Placement assessment shows potential for a *Satisfactory* result but required clarification or additional detail, the Work Placement Assessor will contact the student and/or workplace supervisor to gather further evidence verbally or return the workbooks for additional information to be added by the respective party and then re-submitted. Workbooks may also be returned if not all required sections have been completed such as signatures and dates. It is important that these signatures and dates are received to be able to mark the workbooks.

## Unit result types

### *Competent*

The student has demonstrated competency in all learning outcomes for a specific unit by achieving a *Satisfactory* result for all assessment tasks for unit of competency.

### *Not Yet Competent*

The student has not been able to demonstrate competency in all learning outcomes for a specific unit. The student may have one or more assessment tasks with a result of *Not Yet Satisfactory*, '*Inadmissible*' or not yet undertaken all assessment tasks.

## Plagiarism/collusion

Plagiarism and Collusion are forms of cheating and either intentional or unintentional they are a practice that is not condoned or accepted by *alffie*. This behaviour is deemed as student misconduct.

*alffie* expects that the work submit by the student is their own words and actions.

Plagiarism is the act of presenting another person's work as their own, and failing to acknowledge that the thoughts, ideas or writings are another person's.

Collusion is unauthorised collaboration with another person or people in the completion of your coursework.

By clicking 'submit' on the assessment, the student is declaring that the work is in fact their own words and actions and is not affected by plagiarism or collusion.

To avoid plagiarism and/or collusion and its penalties, students are advised to note the following:

- Students should not copy someone else's work and submit it as their own
- Students should not provide other students copies of their work or complete another student's work
- Students should not have someone else complete any aspect of their course work for them.

Where Plagiarism or Collusion is suspected, an investigation will be launched to verify the validity of it still remaining the student's own work. This may include activities such as verbal questioning or sample written responses. Students are required to participate in these verifying activities, failure to do so will be deemed Plagiarism or Collusion and disciplinary actions may be taken.

Where two or more students have been deemed to be working in Collusion, misconduct may be deemed for all students involved and disciplinary actions made to those students.

## Support

### Internal support

*alffie* offers a range of support options for all students, many of which are embedded into the *alffie* Support model. This includes regular contact with the student to offer ongoing support, assistance with assessments where a potential need for support has been identified, a work placement team to source work placement with the student and continued support through the work placement phase.

All *alffie* support teams are available using the following contact methods:

#### *General & Technical Support*

Phone: 03 9999 0677

Email: [support@alffie.com](mailto:support@alffie.com)

#### *Assessment Department*

Phone: 03 9999 0673

Email: [assessment@alffie.com](mailto:assessment@alffie.com)

#### *Work Placement Department*

Phone: 03 9999 0674

Email: [workplacement@alffie.com](mailto:workplacement@alffie.com)

These teams are available from 9am-6pm Eastern Standard Time weekdays to provide maximum availability to students in all states and territories. Outside of these hours, students can access the

Help and Support page on the *alffie* Learning Management System (LMS), this page contains a number of FAQs to facilitate self-assistance.

## Additional internal support

alffie offers a range of additional support for students on request.

This includes access to our:

- Technical Support Team:
  - Who specialise in supporting students to access and utilise a range of software to undertake the course
- alffie Support Team:
  - Who can assist with any general questions or support
- Assessment Team:
  - Who can have one-off or regular scheduled 30 minute coaching calls over the phone to assist with assessments
  - Who can also offer group training sessions with in your state
  - Who can assist face-to-face in our Flex Learning Centre (for students located in Victoria).
- Work Placement Team:
  - Who can support with sourcing work placement, any issues that arise on work placement and assist with the work placement assessment work.

## External support

If alffie identifies a support gap for the student that they can not directly provide assistance for, where possible, alffie will provide suggestions to the student for other places that may provide the required support. This includes services such as translation technology, text to talk software and information on local community centre.

Please contact alffie Support Team on 03 9999 0677 for support options.

## Credit for previously completed studies

### National recognition & credit transfer (CT)

National Recognition means alffie as an RTO must recognise the Australian Qualifications Framework (AQF) Qualifications and Statements of Attainment issued by any other RTO. This is shown through the application of Credit Transfers (CT) for any units deemed 'Competent' by another RTO that appear in the course a student is now enrolling into.

### How to apply

The opportunity to apply is provided as part of the enrolment process. To apply is as simple as completing this relevant application forms which will be supplied to the student by alffie once a request has been made for CT.

The student is then required to attach their certified evidence and posting back to alffie at Level 1, 232 Clarendon Street, South Melbourne VIC 3205, attention RPL/CT Team.



## **What supporting evidence do you need**

The evidence required to apply for Credit Transfer is a valid Nationally Recognised Certificate, Statement of Attainment or Academic Transcript confirming the status of 'Achieved' or 'Competent' and the name and code of the unit/s completed.

Note: The units may be listed on the back of the certificate.

Alternatively if students have a Unique Student Identifier (USI) number, they may be able to request and use an authenticated VET transcript issued by the Student Identifier Registrar.

Students are required to attach a certified copy of any relevant certificates and/or transcripts of results for any formal studies that they have completed, along with any other relevant information that may support the application.

## **How to get evidence 'certified'**

To get evidence 'certified', students will need to take the original and a photocopy of the evidence to an Authorised Officer. They will make a note on the photocopy to show it is 'certified'.

Authorised Officers include Chemists/Pharmacists, Doctors and Nurses, Bank Managers, CPA/NIA Accountants, Lawyers, Ministers of Religion, Post Office Managers, Court Offices, Bailiffs and Police Officers.

## **When to apply**

Credit Transfer applications may be applied for at any stage throughout the duration of the course.

## **How long do students have to submit evidence**

Students have 7 days from receipt of Credit Transfer Application Form to complete and return this form along with the required evidence. If the application is not received by this date, the application will be closed.

To apply for an extension, students are required to contact *alffie* on 03 9999 0673, prior to the end of the original 7 day period.

## **Outcome**

*alffie* determines the extent to which the qualification and units previously gained are equivalent to the required units of competency in the qualification you are enrolling into as per the relevant Training Package guidelines.

Once the assessment process is completed students will be notified of the outcome in writing.

## **Recognition of prior learning (RPL)**

*alffie* as an RTO must offer Recognition of Prior Learning (RPL) which is the recognition of skills and knowledge obtained through formal training, work experience and/or life experience. This process requires students to gather a detailed folio of evidence to demonstrate that they have all the skills, knowledge and currency relating to each unit of competency.

The evidence required to apply for RPL is a detailed folio of evidence including evidence such as a CV or resume, letters of reference from current or previous employers, and copies of short course

certificates.

This evidence must specifically cover each unit of the course the student wishes to apply for RPL against.

The opportunity to apply is provided as part of the enrolment process. The cost for RPL is \$80 per unit upon application.

For any questions or concerns, students are encouraged to please contact our RPL/CT team on 03 9999 0673.

## Withdrawal

### Non participation/inactivity

The period of non participation or otherwise referred to as 'inactivity,' is 6 weeks. At various intervals of inactivity students will be contacted to discuss their intentions moving forward. This contact will occur at week 2, 4 and 6 in addition to *alffie*'s standard engagement contact over this period. If the students fails to inform *alffie* by week 6 of their intentions or resume their study the student will be given an additional 7 days to contact *alffie* via telephone to advise *alffie* of their intentions. If after this period *alffie* has not had a response from the student the student will be withdrawn from their course.

### Misconduct

Where a student's behaviour has been deemed as a serious misconduct the student will be notified in writing, withdrawn from the course and no option of recommencement or future enrolments will be offered.

### Student request

Students must inform *alffie* of their wish to withdraw in writing. If a student has been referred through an Employment Service Provider the Student must confirm with their Employment Services Provider their wish to withdraw to ensure it does not affect any on-going development plans agreed with their Employment Service Provider. The Employment Consultant can then put in a request with *alffie* to have the student withdrawn.

### By employment consultant (if applicable)

If a student has been referred through an Employment Service Provider an Employment Consultant can put in a request with *alffie* to have a student withdrawn on their behalf. This request must be made in writing to *alffie*.

### Transition

For students requiring transition from a superseded course where the train out period has expired, the student will be withdrawn from the course and notified in writing.

### Re-commencements

Where a student has previously been withdrawn from a course for various reasons and wishes to recommence their studies, the student will need to contact *alffie* in writing to request to be recommenced.

If a student has been referred through an Employment Service Provider they will need to contact the Employment Services Provider. The Employment Consultant can contact *alffie* to see if the course is still available and request a recommencement. Enrolments with *alffie* are valid for a 12 month period.

## Records of participation and results

### USI

All students undertaking Vocational Education and Training (VET) courses require a Unique Student Identifier (USI) to commence their accredited training.

The USI is a new government requirement.

Students must ensure to log into their *alffie* account at [www.alffie.com](http://www.alffie.com), from the Student Dashboard screen they can find information, instructions and a link to create and verify their USI.

For more information on the USI please visit [www.usi.gov.au](http://www.usi.gov.au).

*alffie* has no involvement in exemptions to the USI requirements. Students wishing to seek an exemption must pursue this directly with the USI Registrar. In the situation where an exemption from the requirements of the USI is granted by the USI Registrar, the student must provide evidence of the exemptions approval to *alffie*. Students wishing to seek exemptions must commence the process at the earliest date possible to ensure it does not affect their course progress.

### Certificate

Certificates are Issued on the completion of a full qualification course, where a USI has been verified. Students who successfully complete all requirements of their full qualification course will receive a nationally recognised certificate indicating that they have achieved a nationally accredited qualification.

Certificates include a transcript of all units deemed 'Competent' and may be used for credit if the student chooses to return to studies.

A watermarked soft copy is made available to student via their *alffie* account on the day of certificate issue. The hard copy of the original certificate is then posted to the student's postal address as listed in their student account.

It is vital for students to inform *alffie* as well as their Employment Consultant of any change of address within 10 days of change.

### Statements of attainment

Statements of Attainment (SOAs) are issued on the completion or withdrawal from the course, where a USI has been verified. In special circumstances this can also be issued on request mid

studies.

A Statement of Attainment reflects any units the student has been deemed 'Competent' in, meaning the student has satisfactorily completed all assessment aspects for the unit.

Statements of Attainment are nationally recognised and may be used for credit if the student chooses to return to studies.

A watermarked soft copy is made available to student via their *alffie* account on the day of the Statement of Attainment issue. The hard copy original Statement of Attainment can be requested via our Student Support team. This will be posted to the students postal address as listed in their student account within 10 business days of the request.

It is vital for students to inform *alffie* as well as their Employment Consultant of any change of address within 10 days of change.

## Statement of results

Issued on request, where a USI has been verified.

This is a non-accredited training record that shows the breakdown of all the units in the student's course and the theory, practical and overall unit results for each unit.

To request a Statement of Results please contact *alffie* Support Team on 03 9999 0677.

## Letter of enrolment

Issued by email after enrolment.

This is a confirmation of enrolment letter that can be used to provide evidence of enrolment to relevant organisations.

## Letters of participation

Issued on request.

For students midway through their course, a letter of participation can be issued as proof of continuing studies.

To request a Letter of Participation please contact *alffie* Support Team on 03 9999 0677.

## References

*alffie* does not offer reference letters for its students. Students should utilise the above training records for reference purposes.

Students are encouraged to discuss the opportunity to receive a reference letter from their participating work placement employer.

## Confidentiality & privacy

*alffie* respects and supports its student's right to privacy and confidentiality and complies with all relevant State and Federal legislation regarding the privacy and confidentiality of students information.

Both paper and electronic data and records will be collected and stored correctly and safely to ensure they are protected from unauthorised access, alteration or loss.

In the event *alffie* ceases operations, copies of student records will be provided in electronic and print versions, to Australian Skills Quality Authority (ASQA).

*alffie* requires all students to provide information necessary to complete enrolment documentation, course requirements and the requirements of the Unique Student Identifier (USI).

*alffie* is required to provide the relevant Government departments and Regulatory bodies, such as Australian Skills Quality Authority (ASQA) and for Tasmanian students the Tasmanian Qualifications Authority (TQA), with student training activity data which may include information provided by students in enrolment documentation. Information is required to be provided in accordance with the National VET Provider Collection Data Requirements, Unique Student Identifier requirements and National Centre for Vocational Education Research (NCVER) AVETMISS requirements.

These Government departments and Regulatory bodies may use the information provided to them for planning, administration, policy development, program and provider evaluation, resource allocation, reporting and/or research activities. For these and other lawful purposes, these Government departments and Regulatory bodies may also disclose information to its consultants, advisers, other government agencies, professional bodies and/or other organisations.

### Authorised contacts

An authorised contact is a person a student has authorised to act on their behalf in relation to their course. This also authorises *alffie* to contact this person in relation to the student's course. If the student is under the age of 18 or are a student with an advocate, they will need to inform *alffie* as soon as possible so we can set up their guardian or advocate as an authorised contact on their *alffie* account.

If the student would like a person to be an authorised contact on their account please contact *alffie* Support Team on 03 9999 0677, to request an application email.

*alffie* still requires the ability to contact the student directly, where an authorised contact has been approved.

For the student's privacy and protection, *alffie* can not discuss their course with anyone other than the student and the authorised contacts.

### Employment services providers (if applicable)

By entering into a contract with *alffie* and the Employment Services Provider, the student has authorised their Employment Services Provider to be an Authorised Contact on their *alffie* account.

The Employment Consultant will have access to:

- Personal Information entered as part of the enrolment process, excluding the USI
- Course and assessment status
- Course attendance logs and study schedule
- Student work submitted and any responses contained
- Copies of offensive correspondence from the student to *alffie*
- Information pertaining to a complaint logged by the student or in relation to the student which may interfere with the students progress in their course
- Correspondence Summary log, viewable by all parties from the 'Notes' tab

Students should ensure they have entered into a privacy agreement with their Employment Services Provider prior to enrolling into the course.

## Complaints & appeals

*alffie* is committed to:

- providing an environment in which complaints or appeals are responded to promptly wherever possible within the constraints of the need to fully investigate the complaint or appeal, with minimum distress and maximum protection to all parties
- ethical and responsible management, and a visible, accessible and fair complaints or appeals handling process with a view to achieving mutually acceptable and fair outcomes
- viewing complaints and appeals as providing an opportunity to review and improve its policies and practices, and also gain an insight into levels of client satisfaction.
- adopting an ethical and professional approach to handling complaints and appeals
- privacy and confidentiality will be respected wherever possible within the constraints of the need to fully investigate the complaint or appeal

*alffie* offers a complaints policy to manage and respond to allegations against *alffie*, *alffie* staff and students.

*alffie* offers an appeals policy to manage requests for review of *alffie* decisions including assessment results.

For more information on our complaints and appeals process, to request a copy of our complaints and appeals policy, or to request a copy of our complaints and appeals form, please contact *alffie* Support Team on 03 9999 0677. Alternatively this information can be found on our website homepage.

## Feedback & surveys

Students will receive a feedback survey during their training program. This is to monitor and improve the teaching, learning and assessment environment, and all constructive feedback is appreciated.

Students may also receive a survey from the National Centre for Vocational Education Research (NCVER) in regards to the training delivered, student details are part of the statistical data the *alffie* is required to pass on to Australian Skills Quality Authority (ASQA) and for Tasmanian students on to Tasmanian Qualifications Authority (TQA).

## Fees, charges & refunds

All fees and charges for *alffie* courses are payable by either a student directly or their Employment Services Provider if applicable.

*alffie* does not charge any additional charges to students for Credit Transfer applications.

*alffie* charge a cost for RPL at \$80 per unit upon application, this fee will be invoiced to either the student directly or The Employment Services Provider if applicable. Any additional fee will need to be paid prior to the RPL application being processed.

## Health and wellbeing

### Duty of care

*alffie* has a duty of care to students, staff and any others who use them. *alffie* and all *alffie* staff take matters regarding Duty of Care seriously.

### Occupational and workplace health and safety

*alffie* complies with all relevant Occupational and Workplace Health and Safety legislation.

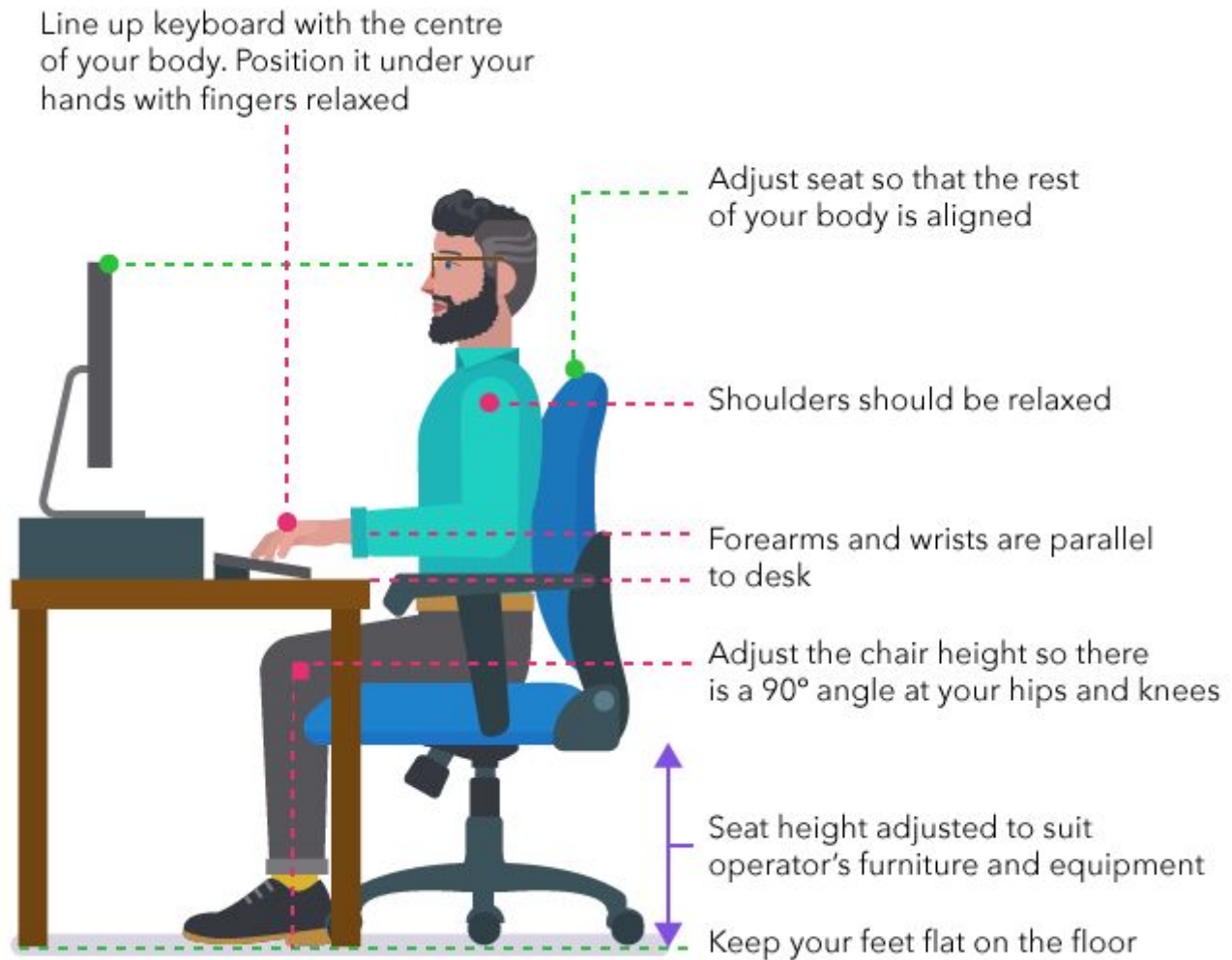
#### **Health & safety in online training**

When undertaking the online component of the course it is important to ensure that students set up their workstation correctly.

By focusing on the physical setup of their desk, chair and computer, they improve health and safety, improve productivity, and most importantly it will help them be comfortable as they undertake the course.



Here are some hints on how to set up a student's work station:



Once the computer workstation is correctly set up, it is important to introduce good work habits.

No matter how perfect the environment, prolonged, static postures will inhibit blood circulation and take a toll on the body. Here are some tips for students:

- Take short 1-2 minute stretch breaks every 20-30 minutes. After each hour of work, take a break or change tasks for at least 5-10 minutes.
- Avoid eye fatigue by resting and refocusing your eyes periodically. Look away from the monitor and focus on something in the distance.
- Use correct posture when working. Keep moving as much as possible.

### **Health & safety in work placement**

Where practicable, students must take responsibility for their own health and safety. This means students must follow all safety rules, procedures or instructions of their workplace while attending practical work placement.

*alffie* arranges site inspections for work placement workplaces for suitability and safety prior to work placement commencing.

## Health & Safety in Flex Learning Centre

When students attend the *alffie* Flex Learning Centre (located in our Victorian Head Office), *alffie* ensures the environment is safe and enjoyable for both its students and staff.

To maintain the safe and enjoyable environment a condition of entry to the Centre requires students to commit to adhering to the following responsibilities.

- Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them;
- Respecting the RTO's property and observing policy guidelines and instructions for the use of equipment;
- The security of their personal possessions while attending the Flex Learning Centre;
- Promptly reporting all incidents of harassment or injury to the on-site trainer/assessor;
- Refrain from viewing material of a violent or sexual nature on-site;
- Abiding by the dress code stipulated by *alffie* which requires students to wear casual clothing that is comfortable for the environment. Ensuring it is not likely to offend others in terms of slogans, lack of decency, modesty, or cleanliness. Students are required to wear appropriate enclosed footwear at all times;
- Asking for assistance and / or support when needed.
- Ensuring they attend the flex learning centre sober and drug free;
- Ensuring drugs and alcohol are not consumed on the premises;
- Smoke in designated areas;
- Only use office equipment as per staff instructions

## Mental health

*alffie* recognises the importance of students mental health and wellbeing. One in 5 people will experience a mental health disorder at some time in their life. Mental health disorders can affect people from all social backgrounds, any intelligence and educational level, any age and ethnic background. If a student feels unwell or are currently feeling stressed, it is okay to get support. Mental health disorders can be treated and managed effectively.

Some helpful strategies for students to maintain their mental health:

- Talk to friends, relatives, professionals
- Eat a balanced diet and exercise regularly
- Get enough sleep
- Relax and have fun
- Join a sporting or interest group

- Seek help when needed
- Read a self help book
- Visit your doctor and discuss your mental health
- Call a 24 hour helpline - Lifeline 13 11 14 or Kids Helpline (15-25 years) 1800 551 800

## Access and equity

All *alffie* staff adhere to the principles and practices of equity in education and training; we treat every student fairly and without discrimination. *alffie* acknowledges its legal obligations under State and Federal equal opportunity law. *alffie* has strategies in place for some of the common special support needs and access issues of our students, these include but are not limited to:

- Disengaged learners and long term unemployed
- Low levels of Language, Literacy and Numeracy
- Technology access, technical issues and low levels of technical skills
- Students identified as a person with a disability
- Students on low incomes

### Disengaged learners and long term unemployed

At *alffie*, we understand that confidence can sometimes be a concern for some students who have been disengaged learners previously or long term unemployed.

The aim of all our support teams who deal directly with our students is to provide all students with a structured and supportive learning environment which encourages students to take ownership of their education and participate to the best of their abilities. Students maintain contact with the same Student Coach for much of their regular contacts throughout the course, facilitating a constant, comfortable dialogue.

Learning and assessment material is also designed to be interactive and engaging with animations, pictures, matching, drop and drags and hotspots. The language used in the resource material is also often in a more conversational style where appropriate.

The courses also include a unit specifically on preparing for work placement\*, as many students may not have worked before or in a long time. This unit helps students to know what to expect from work placement, and overcome some of the concerns they may have about entering back into the workforce\*.

***\*Please note not all courses require Work Placement***

### Low levels of language, literacy and numeracy

It is a requirement that all students of *alffie* have their language, literacy and numeracy levels assessed at the beginning of their course. This forms part of the *Getting Started* module. This assessment is to assist *alffie* to provide students advice on if the course is an appropriate training product to meet their needs and is giving them the best chance to succeed in their course.

It is important that students complete this module without any external support and to the best of their abilities. This assessment helps to ascertain if the student has the required level of language, literacy and numeracy skills for the course they wish to enrol into and if any further support or

reasonable adjustment is required to assist them through their course.

Where a skill gap is identified, *alffie* will offer coaching, assistance, support tools and/or reasonable adjustment, as deemed required.

If the required assistance falls outside of the scope of what *alffie* can offer, they will offer the student support in finding a third party to provide such assistance.

If you think you require assistance, please contact the *alffie*'s Impairment Team for more information on 03 9999 0673.

## Technology access, technical issues and low levels of technical skills

At *alffie*, we understand our students may have a large variety of prior computer experience, our Technical Support team are here to provide support and guidance.

Many students who are referred through an Employment Services Provider gain access to computers at their Employment Service Provider for the purpose of undertaking the course. If you are having computer access issues contact your Employment Consultant to see if this option is available for you.

As all *alffie* courses use its own software and is completely hosted online, it does not need to be downloaded (except any PDF handouts). Our software utilizes a format called HTML5 that allows students to complete their course over multiple web browsers and platforms, such as computers, smartphones or tablet devices. Students can gain access to computers at their employment services office, local libraries and community centres. Alternatively, students can download the free *alffie* app from GooglePlay (Android) and the App Store (iOS), to access and complete their course on a smartphone or tablet device (however some aspects may still require use of a computer for full functionality).

## Students identified as a person with a disability

*alffie* have a team of experienced staff to assist students who have identified as having special needs. After identifying their needs, we look at how these needs may affect their studies and work out a strategy to support them. A team member calls the student on enrolment to explain the support services and how *alffie* can best meet their needs. Students are regularly provided with encouragement and assistance as required. If needed, students are referred to an external community centre in their local area for mentoring and additional support.

## Students on low incomes

*alffie* ensures that all courses can be accessed from a variety of community sites which offer access for little or no cost.

*alffie* offers students a variety of methods of communication with *alffie* including some options that are at no cost to the students.

Students are provided with prepaid express post envelopes for any workbooks that need to be returned by post to *alffie*.

*alffie* students do not require the purchasing of stationery or text books.

Students can download the free *alffie* app from GooglePlay (Android) and the App Store (iOS), to access and complete their course on a smartphone or tablet device (however some aspects may still require use of a computer for full functionality).

### **Reasonable adjustment**

Reasonable adjustment is not to be utilised to meet the course entry requirements but to support students in the course beyond the course entry requirements.

If a student has individual needs, the assessor may make suitable adjustment to the way in which the learning material is delivered or assessment evidence of the students performance is collected. Whilst reasonable adjustment can be made, the evidence criteria for making a *Competent* or *Not Yet Competent* decision will not be altered in any way. That is, the standards expected will be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised if applicable.

Flexibility is encouraged, ensuring that students get the opportunity to demonstrate their ability to meet the competency. Assessors will ensure alternative scenarios are comprehensive. The student's individual needs and the adjustment applied will be recorded on the student record.

## Transition

### The course gets superseded by a new course

If the course gets superseded by a new course, the student will be notified in writing of the train out period. The train out period is the time students have to complete the current course before they move to the new course.

You will be given the options to move into the new course, complete their course within the train out period or withdraw from the course.

### *alffie* no longer offers the course that you are doing

If *alffie* no longer offers the course, the student will be notified in writing of the train out period. The train out period is the time students have to complete the current course before *alffie* can no longer offer their current course.

The student will be given the options to complete your course within the train out period, to move into a different course with *alffie* (if a similar course is available), or withdraw from the course.

### *alffie* no longer offers any courses

In the unlikely event *alffie* no longer offers courses, the student will be notified in writing of the train out period. The train out period is the time students have to complete the current course before *alffie* can no longer offer courses.

The student will be given the options to complete their course within the train out period, be provided contact details of another RTO who offer their course (if available), or withdraw from the course.

## Re-allocation

### New employment services provider (if applicable)

If a student moves from one Employment Services Provider to another Employment Services Provider, they need to inform *alffie* within 10 days of leaving the original Employment Services Provider.

Once the new Employment Services Provider has been allocated to the student, the student needs to inform *alffie* of the new Employment Services Provider and their contact details. *alffie* will arrange for a Third Party Agreement to be completed by the new Employment Services Provider for them to be able to gain access to the student's enrolment, support the student in their course and request a recommencement if required.

It is vital that this is done correctly to ensure students privacy is maintained and timely to prevent disruption to the students course.

### No employment services provider (if applicable)

If a student is no longer with a Employment Services Provider, they need to inform *alffie* within 10 days of leaving the Employment Services Provider.

Students wishing to continue their studies without a Employment Services Provider, must inform *alffie* in writing of their wish to do so, and stating they are committed to completing the course and maintain an active status in their course.

*alffie* will arrange for the student to be allocated to a *alffie* account, ensuring access is removed to the student account from the previous Employment Services Provider. It is vital that this is done correctly to ensure students privacy is maintained and timely to prevent disruption to the students course.

Students without allocation to an Employment Services Provider must stay active in their course.

## Rights & responsibilities

### Student rights

All students have a right to:

- be treated fairly and with respect by *alffie* staff and other students
- learn in an environment free of discrimination and harassment
- learn in a supportive and stimulating environment in which to pressure their goals
- be provided with information about assessment and feedback on their results
- be provided with information about the course to make an informed decision about the courses suitability to meet their needs
- have their privacy protected

- have any complaint or appeal lodged dealt with in a fair and ethical manner
- obtain a Certificate or Statement of Attainment where the requirements for these training records have been achieved and the students USI has been verified with *alffie*
- be provided quality training, assessment and education services in-line with the RTO standards.

### **Student responsibilities**

All students have a responsibility to:

- read the Student Handbook, and any updates to the Student Handbook
- not behave in a way that would offend, embarrass or threaten others
- comply with all lawful regulations, rules or procedures of *alffie* or Work Placement Employer that pertain to them
- make a genuine attempt at all assessments
- honesty in their work including not plagiarising, colluding, cheating or falsifying information and ensuring their work is their own
- refrain from using swearing, offensive, derogatory or discriminatory language in assessment responses, when dealing with *alffie* staff, whilst on work placement or on *alffie*'s social media networks
- refrain from submitting offensive images in assessment responses
- refrain from being under the influence of drugs and alcohol on work placement premises
- adhere to their study schedules, where a study schedule has been applied
- show commitment to their studies, undertaking work placement and all assessment activities
- monitoring their own progress throughout their training program and seeking advice from an assessor when they are experiencing any difficulties
- inform *alffie* as well as their Employment Consultant (if applicable) of any change of address or contact details within 10 days of change
- respond to any correspondence received from *alffie*, including phone calls

To not adhere to the above responsibilities constitutes Student Misconduct.

## Student misconduct and disciplinary procedures

*alffie* takes misconduct seriously especially when it impacts on our duty of care to our students, staff, work placement employers and their organisations and the general public. *alffie* may implement the following Immediate action were student behaviour is deemed misconduct:

- Terminate the phone call
- Return Assessments as Inadmissible - marked
- Returned Assessment as Inadmissible - unmarked
- Post removed from social media platform

Where misconduct has been deemed, *alffie* will correspond with the student and provide a written warning. *alffie* will also inform the student's employment services provider. In the following circumstances, *alffie* may implement disciplinary action:

- Student will not enter into correspondence with *alffie* regarding the nature of the misconduct
- Student commits multiple offences of misconduct
- The misconduct is of a serious nature

Disciplinary actions include:

- The units in the course reset
- Not be put forward for work placement
- Terminate work placement
- Be withdrawn from the course.

Students withdrawn from *alffie* courses due to misconduct will not be offered recommencement or any future enrolments with *alffie*.

## Contact us

All *alffie* support teams are available on:  
1300 253 343 or via [support@alffie.com](mailto:support@alffie.com)

These teams are available from 9am-6pm Eastern Standard Time weekdays to provide maximum availability to students in all states and territories. Outside of these hours, students can access the Help and Support page on the *alffie* Learning Management System (LMS), this page contains a number of FAQs to facilitate self-assistance.