



HADER INSTITUTE

Student Handbook

2016

**Policies & Procedures
for Students**



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HADER INSTITUTE

Hader Institute of Education (RTO ID 45162)

ABN: 49 615 319 358

Phone: 1300 049 515

Website: www.haderinstitute.edu.au

Our Mission

To deliver high quality training that is led by the drug and alcohol rehabilitation industry experts for the industries needs.

About the Hader Institute of Education

Hader Institute of Education (RTO ID 45162) is a Registered Training Organisation (RTO) that is part of the Seasons – Hader Group with drug and alcohol rehabilitation in Australia, Indonesia and Europe. The Hader Clinic over the past 18 years, have established themselves as the predominant addiction rehabilitation and recovery treatment organisation in Australia. Starting as a small independent Melbourne clinic in 1998, The Hader Clinic now operates several of the largest and most well renowned rehabilitation facilities in the country. Hader Institute of Education is at the core of providing education and training services to individuals who want to pursue a career in Mental Health, Alcohol and other Drugs and Counselling programs. We are unique in that we are leaders in industry with fully functioning Drug and Alcohol rehabilitation programs. All students who undertake their courses with Hader Institute of Education will have the opportunities to do work placement in our retreats. You will learn from our dedicated and experienced staff on how to enhance and provide physical, mental and spiritual change to addicts in seeking recovery. Our retreats deal at the coal face of ICE, heroin, methamphetamine's, cannabis, prescription medication and alcohol addiction. Being leaders in industry our students will gain first-hand experience in working with our clients who have various drug type addictions such as ice, heroin, prescription medication and alcohol addictions. The Hader Clinic can offer student work placement in areas of: Residential treatment, transitional housing, outpatients programs, ice rehabilitation, alcohol recovery, family intervention, detoxification, and dual diagnosis. Unlike other training providers that can only provide qualification training, Hader Institute of Education can offer work experience placement in our operational rehabilitation facilities within Australia and overseas.

Hader Institute of Education Contact Details

Head Office

Hader Clinic

Suite 4/20 Commercial Road,
Melbourne VIC 3004

Telephone number: 1300 049 515

Email: info@haderinstitute.edu.au

Website: www.haderinstitute.edu.au

Hader Clinic Queensland

9/87 Wickham Terrace, Spring Hill QLD
4000

Telephone number: 1300 049 515

Email: info@haderinstitute.edu.au

Website: www.haderinstitute.edu.au

Rights and Responsibility

The adult learning environment within Hader Institute of Education encourages and supports the participation of people from diverse backgrounds. Hader Institute of Education's aim is for each student to have an equal opportunity to learn in a supportive environment.

Students' Rights

Hader Institute of Education recognise that students have the right to:

- Expect Hader Institute of Education to provide training of a high quality that recognises and appreciates their individual learning styles and needs;
- Have access to all Hader Institute of Education's services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation;
- Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for training and assessment;

- Be advised of the learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement;
- Appeal for a review of the results of an assessment;
- Expect to achieve the published learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it;
- Learn from fully qualified, competent and diligent trainers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess their students' work fairly;
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination;
- Be treated with dignity and fairness;
- Expect Hader Institute of Education to be ethical and open in their dealings, their communications and their advertising;
- Expect Hader Institute of Education to observe their duty of care to them;
- Efficient handling of administrative matters including the processing of fees, concessions, refunds etc;
- Privacy and confidentiality, and secure storage of student records in accordance with Hader Institute of Education's policies, to the extent permitted by law.

Students' Responsibilities

Students are responsible for:

- Understanding and accepting the enrolment conditions for the courses they undertake;
- Providing accurate information about themselves at the time of enrolment, and to advise Hader Institute of Education of any personal information changes, including to their address or phone numbers within seven days;
- Paying of all fees and charges associated with their course;
- Signing in and out when attending training;
- Abiding by any dress code stipulated by Hader Institute of Education;
- Not cheating or plagiarising in course work / assessments submitted for assessment;
- Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them;
- Regular and punctual attendance;
- Ensuring they attend classes sober and drug free, and smoke in designated areas;
- The security of their personal possessions while attending a course;
- Promptly reporting all incidents of harassment or injury to the CEO;
- Respecting Hader Institute of Education's property and observing policy guidelines and instructions for the use of equipment;
- Seeking clarification of their rights and responsibilities when in doubt;
- Asking for assistance and / or support when needed.

Access and Equity

Access and Equity policies are incorporated into operational procedures. Hader Institute of Education prohibits discrimination towards any group or individuals in any form, inclusive of:

- Gender
- Pregnancy
- Race, colour, nationality, ethnic or religious background
- Marital status
- Physical or intellectual or psychiatric disability
- Homosexuality (male or female, actual or presumed)
- Age

Hader Institute of Education encourages Students with diverse backgrounds and a genuine interest in expanding their knowledge and skill to apply for admission into all courses.

Programs are designed and wherever possible, facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged people.

Training Guarantee

Hader Institute of Education guarantees once you have commenced your course, training / assessment will be provided to allow you to complete the course.

Training that meets your needs

Hader Institute of Education is committed to ensuring you receive training, assessment and support services that meet your individual needs. To achieve this, we need to know what your needs are.

If you at any point through-out your course you require any assistance or support, please discuss these needs with Hader Institute of Education staff and we will do our best to help. If you have any special needs, including Language and Literacy, learning, mobility, visual impairment or hearing please notify staff as soon as possible, preferably at the start of your course, to allow us to cater for any of your needs. If you do not tell us about any condition that may affect your learning, we will not be able to assist you if the need arises. Any information you tell us in relation to your needs will remain confidential and only used to support you.

Changes to Agreed Services

Where there are any changes to agreed services, Hader Institute of Education will advise the learner, in writing as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

Complaints Policy

This policy and procedure is to provide clear and practical guidelines to ensure that complaints and appeals lodged with Hader Institute of Education can be resolved, equitably and efficiently, in accordance with the principles of natural justice. The Complaints Policy is there to manage and respond to allegations involving the conduct of the Hader Institute of Education, its trainers, assessors or other staff, a third party providing services on Hader Institute of Education's behalf, its trainers, assessors or other staff or student of the Hader Institute of Education.

Hader Institute of Education acknowledges that a student, who has a complaint or appeal, has the right to raise the complaint or appeal and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation. The student has the right to present the complaint or appeal formally as well as in writing.

Hader Institute of Education will manage all complaints and appeals fairly, equitably and efficiently as possible.

Hader Institute of Education will encourage the parties to approach the complaint or appeal with an open mind and to resolve problems through discussion and conciliation. Where a complaint or appeal cannot be resolved through discussion and conciliation, Hader Institute of Education acknowledges the need for an appropriate external and independent person to mediate between the parties. The parties will be given the opportunity to formally present their case to the independent person.

Confidentiality will be maintained throughout the process of making and resolving complaints. Hader Institute of Education seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive learning environment.

Where complaints or appeals have been received in writing, Hader Institute of Education will acknowledge the complaint, in writing, and will keep evidence of how the matter was dealt with and the outcome (including the timeframes). Hader Institute of Education will use this information received via any complaint to review Hader Institute of Education's processes and practices to ensure the issue doesn't happen again.

Complaints Procedure

Should a student have a complaint or appeal, the following steps are to be followed:

1. The Student should discuss the issue / complaint with the person involved to try and resolve it verbally.
2. If no resolution is reached, the student should discuss the issue / complaint with his / her trainer to see if it can be resolved.
3. If still no resolution the student should put the following information relating to the complaint or appeal in writing using the Complaints and Appeals Form.
 - A description of the complaint or appeal;
 - State whether they wish to formally present their case;
 - Steps taken thus far to deal with issue / complaint;
 - What outcomes they would like to fix the problem & prevent it from happening again.
4. The student should bring the complaint or appeal to the attention of the trainer within seven (7) days of the issue taking place.

5. If the complaint or appeal is not dealt with to the student's satisfaction within seven (7) day period, they may bring it to the attention of the CEO. The CEO will either deal with the issue personally or arrange for it to be dealt with by a management representative. This process must commence within 48 hours from the time the CEO, or their delegate, receives written notification from the student about their dissatisfaction to the response received from their trainer and a response / resolution must be presented within 7 days.
6. Should the issue still not be resolved to the student's satisfaction, Hader Institute of Education will make arrangements for an independent external person to resolve the issue. The student will be given the opportunity to formally present his or her case. The time frame for this process may vary but should take no longer than 14 days.
7. All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14 day period.
8. If the student is still not happy with external mediation, they may take their complaint to the Australian Skills Quality Authority (ASQA):

Complaints Team

Tel: 1300 701 801

Email: TO.complaints@asqa.gov.au

9. Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, Hader Institute of Education will inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and regularly updates the complainant or appellant on the progress of the matter.
10. All documentation relating to complaints or appeals should be archived for audit purposes.
11. Hader Institute of Education's CEO will be person responsible for the implementation and maintenance of the policy.

Appeals against Assessment Grades

Students may appeal against a result shown on their student record / assessment and may lodge their appeal as outlined above.

Flexible Forms of Assessment

Hader Institute of Education has facilities to provide flexible forms of assessment as required for Students in proven extenuating circumstances. The student must apply in writing to the CEO with details of the circumstances. The CEO will assess the application, and the student notified in writing.

Access to Students Records and Participation

Hader Institute of Education is committed to providing you with accurate and current records of your participation and progress. If at any point you wish to view your student file or discuss your progress in the course, please arrange at time with your trainer or the CEO and they will be more the willing to help you.

Fees, Refund and Cooling Off Policy

All fees are to be paid at the specified time, as per the course information and can only be paid by credit card or EFT. Tax Invoices will be issued as required and as an approved program, there is NO GST included in the course cost.

All students are liable for the financial commitment to Hader Institute of Education however Students recently enrolled do have a cooling off period of 5 days after enrolment. This is outside Hader Institute of Education's refund policy.

Hader Institute of Education:

- has appropriate safeguards and fair options in place for any monies paid in advance;
- guarantees once you have commenced your training / assessment, you will be provided with every opportunity to complete the course.
- will, in the event that a course is cancelled, whilst in progress, due to circumstances beyond its control, provide the student with a refund of fees on hold or offer to transfer the student to another course.
- will refund a pro rata proportion of any money paid by you and not yet used for the delivery and assessment of the course, in the event we cancel or discontinue a course.

Students who have any queries regarding eligibility for refunds should contact the CEO in the first instance.

Fees in Advance

In the case where a student wishes to pay more than the application fee with their enrolment application, the amount will not exceed \$1,000.00 prior to the course commencement.

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

Hader Institute of Education has appropriate safeguards and fair options in place for any monies paid in advance and that these funds are not used until courses and or units have commenced.

Withdrawal and Refunds

If you withdraw from a course at least 14 calendar days prior to the commencement date, you will receive a full refund less any enrolment fees.

Should you withdraw within 14 calendar days of course commencement you will be liable for any enrolment fees and 50% of the course cost.

Should you withdraw from the course once commenced, you will forfeit all monies paid and be liable for the full course cost.

Competency Based Training and Assessment

Competency based training and assessment is that a person is trained and assessed to meet the performance and knowledge requirements to safely and effectively complete workplace activities in a range of different situations and environments, against related industry standards.

Based on the principles and practices of competency-based assessment, the competency will be made on the gathering of evidence. Once you have been assessed against the standards you will receive a grade of "C" for **Competent** or "NYC" for **Not Yet Competent**. Not Yet Competent means you have not met the requirements and will be given another opportunity for re-assessment.

Credit for Prior Studies

Learners must not be required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this. Where a learner provides suitable evidence that they have successfully completed a unit or module at any RTO, Hader Institute of Education must provide credit for that unit or module. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process. e.g. CPR and First Aid.

Credit must be granted not only for studies completed at an RTO, but at any authorised issuing organisation, such as a university. In such cases, an analysis as to the equivalence of the study completed with the relevant unit/s or module/s would need to be completed before any credit could be granted.

Hader Institute of Education is not obliged to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or RTOs.

Before providing credit on the basis of a qualification, statement of attainment or record of results, you should authenticate the information in the document (e.g. by contacting the organisation that issued the document and confirming the content is valid).

Note that providing credit for previous studies is not a recognition of prior learning (RPL) process. RPL is a form of assessment of the competence of a person, while providing credit is recognising the equivalence of studies previously undertaken and completed successfully.

If an applicant wishes to apply for recognition for the qualification that they have received from another RTO, they must present the original for sighting or provide a certified copy of the certificate with their enrolment.

Hader Institute of Education must then verify the certificate to ensure its legitimacy and currency. Hader Institute of Education will write on the copy of the certificate the date and person they spoke to when verifying the qualification. The outcome of the application will then be communicated to the applicant.

Recognition of Prior Learning

Hader Institute of Education provides a user-friendly, supportive, streamlined framework for the assessment and recognition of various types of prior competencies obtained by an individual through previous or current training, work experience and / or life experience.

The underlying principle of Recognition of Prior Learning (RPL) is that no individual / participant should be required to undertake a unit of study in a training session for which they are able to demonstrate satisfactory achievement of the required competency standard or learning outcome for entry into, and/or partial or total completion of a qualification. Students wishing to attain RPL for any competencies will need to provide evidence, to demonstrate knowledge of the competency. The types of evidence may include: Certificates/Qualifications; reports; references from paid or unpaid work experience; samples of the students' work; a practical or skill demonstration.

This policy therefore aims to maximise the recognition of an individual's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific course of study.

Assessment will take place by a qualified assessor who has successfully completed Certificate IV in Training and Assessment (TAE40110) and who has the vocational competencies in the unit they are assessing the participant's competency against. To view the current procedure on the recognition of prior learning, refer to Hader Institute of Education's policy.

Work Placement

Hader Institute of Education offers work placement experience at our Hader Clinic rehabilitation facilities. The Hader Clinic will offer 190 hours work placement for the Diploma of Alcohol and Other Drugs. These can be offered at Seasons Hader facilities in Melbourne, Bacchus Marsh, Bellaraine, Brisbane, Araluen, and Bali. The requirement for entrance into the work placement will be an instant drug and alcohol test in which a cost of \$15.00 per block session will be charged. For further information please refer to our Work Placement Handbook. If students also wish to stay at the facilities it will be a charge of \$90 per night and includes accommodation and meals (will need to bring your own bedding in Australia).

Results and Awards

Students who successfully complete nationally accredited training will be issued an appropriate Qualification or Statement of Attainment, in accordance with the requirements with the Standards for Registered Training Organisations 2015. For students who have paid their fees in full, Hader Institute of Education will issue Qualifications or Statement of Attainments within 30 days from completion of the qualification.

Hader Institute of Education will charge \$50.00 (including GST) per re-issue of Certificates or Statement of Attainments for students.

Evaluation/Feedback

Throughout the duration of the course you will be able to provide feedback throughout the Participant Training Evaluation Form. Students are encouraged to provide constructive feedback that will assist Hader Institute of Education in further development of the course. If students wish to give feedback, please contact your Trainer/Assessor or Hader Institute of Education office.

Administrative Contacts

Occasionally Students may need to consult the Trainers and or the CEO with comments, questions, suggestions or other matters. In order that we may better assist our Students, we suggest, that the student speak with his/her trainer, or the CEO.

The trainer can often assist with any individual subject problems a student may encounter. **The trainer can only** comment on his/her subject not on other subjects. The following suggestions may also be of assistance. Read all the information contained in this book thoroughly. If the required information is not found in the "Policies and Procedures for Students" refer the question to the Trainer or CEO.

Change of Name/Address/Telephone Number

Upon change of name, address or telephone number, you are required to notify Hader Institute of Education with the relevant information within 7 days. The change must be advised in writing stating the previous address, the new address.

No responsibility will be accepted by Hader Institute of Education for failure to follow the above procedure.

Medical Certificates

All medical certificates substantiating reasons for failure to sit an assessment must be presented to the CEO. Any other medical certificates must be handed to the individual trainer for the recording of attendance.

Assessment Results

Students are notified of assessment results by their trainer at the end of each session. Assessment results will not be given to anybody other than, you, the trainer and or CEO without your prior permission. No assessment results are issued or discussed over the telephone.

Academic Misconduct and Plagiarism Policy

Academic misconduct or plagiarism occurs when a student reproduce someone else's words, ideas, or findings and present them as their own without proper acknowledgment. It includes attempts by students to cheat or act dishonestly in an examination, test, assignment, essay, or any other assessment task.

There are many forms of academic misconduct or plagiarism, including the following:

- Direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- Paraphrasing someone else's words without acknowledging the source;
- Using facts and information derived from a source without acknowledging the source;
- Using ideas directly derived from an identifiable author without acknowledging the source;
- Producing assignments that should be their own independent work in collaboration with and/or using the work of other people (e.g. a student or tutor);
- Using the work of other members of a group project without acknowledging who contributed the work;
- Copying from another student's and / or their work;
- Submitting someone else's work as their own;
- Using a diagram from another text or the Internet as a basis for your diagram without acknowledging the source;
- Taking statistics from another source and using them in a new table or figure without acknowledgement;
- Buying an essay from the Internet or another student and submitting it as their own work;
- Making up fake quotes or sources.

Students who are found cheating or guilty of plagiarism in any form of assessment will be deemed **Not Yet Competent** for the relevant Unit of Competency on confirmation of the breach. All confirmed cases of cheating or plagiarism these are recorded on the student's file. Students will be disciplined as per the Students Disciplinary Policy.

Students found cheating will receive a formal written warning from the CEO advising that a second breach will result in the student being asked to leave to course with no refund.

Student Disciplinary Policy

The student disciplinary policy exists for the proper management of disciplinary issues.

The policy is designed to ensure fairness and objectivity and its primary function is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour.

Student Disciplinary Procedure

Hader Institute of Education seeks to promote an environment in which students develop a positive and responsible attitude towards fellow students, staff and the general work / learning environment.

When a student's behaviour conflicts with the Student Code of Conduct, disciplinary action will be taken according to the following process:

1. Initially, the trainer will discuss the behaviour in question with the student and add a note to the students file.
2. If the behaviour continues to be unacceptable the trainer arranges a meeting with the CEO, or their delegate to discuss the issue.
 - a. Details of all disciplinary warnings and/or interviews will be recorded using the communication log of the Student Database System.
 - b. The CEO, or their delegate, counsels the student on possible consequences of breaching the Student Code of Conduct.
3. If necessary, an action plan may be implemented for the student to abide by in cases deemed necessary by the CEO, or their delegate.
4. Further disciplinary problems will be addressed by the CEO, or their delegate, in consultation with the trainer.
5. An official warning letter will be issued by the CEO, or their delegate.

NOTE: Hader Institute of Education reserves the right to expel students immediately depending upon the seriousness of the misconduct.

Work Health and Safety Procedures

Hader Institute of Education realises its responsibilities to Students to ensure a safe and healthy academic and working environment. Hader Institute of Education operates according to appropriate Work Health and Safety standards and procedures. First aid kits are located in the offices of the Hader Institute of Education. These are accessible during training if required via your trainer or administration.

Drug and Alcohol Policy

Under no circumstances can students come into the training facilities or rehabilitation clinics with any alcohol or illicit drugs on themselves, nor can they be under the influence. Due to the nature of our operations any of these substances can cause severe harm and as such students will be expelled from studies with the Hader Institute of Education immediately.

If you have any prescribed medication onsite you must notify the trainer or a member of staff immediately before commencing. This may be placed into a safe place outside of the harm of others however, you will be able to access this at any time throughout training.

Smoking Policy

Hader Institute of Education is a Smoke Free Zone. Please do not smoke within 5 meters of the entrance/exit of any Hader building.

Mobile Phone Policy

Learners are required to turn off mobile phones during class or training sessions. You need to notify the trainer if you need to have your mobile on for special circumstances. Mobile phones are not allowed to be brought into any of the rehabilitation clinics, and must be left in your car or at home.

Personal Property

All students are advised not to leave valuables such as purses, handbags or wallets unattended in the classroom, or in any of the rehabilitation clinics. Hader Institute of Education will not be held responsible for any valuables that are left unattended.

Fire and Emergency

Hader Institute of Education has fire and emergency procedures displayed around the building. Please make yourself aware of the procedure for evacuation.

Emergency Contact details

Fire/Ambulance/Police	000
SES	132 500
Non-urgent medical help	13 43 25 84
Non-emergency police contact	13 14 44

Legislation in relation to your study

As a student at the Hader Institute of Education you are required to know about your rights and responsibility in relation to various Act and Regulations that may impact on your study.

A Legislative Summary document is available from the CEO should you wish to read it. This is called the Legislative Summary QLD V1.0.

There are certain bits of legislation that you need to make yourself aware of during your course. These are (but not limited to):

Commonwealth Legislation:

- National Vocational Education and Training Regulator Act 2011
- Commonwealth Privacy Act 1988 / Privacy Amendment (Private Sector) Act 2000
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992

Copies of all legislation may be viewed and download copies off the internet at

www.austlii.edu.au

VET Quality Framework

The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:

- the Standards for Registered Training Organisations 2015
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

Standards for Registered Training Organisations 2015

The Standards for Registered Training Organisations 2015 are the standards ASQA uses to ensure nationally consistent, high-quality training and assessment across Australia's VET system. Compliance with the standards is a requirement for all ASQA registered training organisations.

The objectives of the Standards are to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

The Standards form part of the VET Quality Framework. As defined in section 3 of the Act, the VET Quality Framework is comprised of the Standards for Registered Training Organisations 2015, the Australian Qualifications Framework, the Fit and Proper Person Requirements, the Financial Viability Risk Assessment Requirements and the Data Provision Requirements.

Paragraph 191A(1)(a) of the Act enables the Standards to incorporate the following documents as they exist from time to time:

- Australian Qualifications Framework, as published on <http://www.aqf.edu.au>
- Training Packages, as published on <http://training.gov.au>
- Nationally Recognised Training (NRT) Logo Specifications, as published on <http://www.asqa.gov.au>

Compliance with the Standards is a condition for all ASQA Registered Training Organisations and for applicants seeking registration under the Act.

In accordance with subsections 15(b) and 15(c) of the Legislative Instruments Act 2003 the repeal of the Standards for NVR Registered Training Organisations 2011 (F2011L01356) does not effect the previous operation of the former instrument or provision or anything duly done or suffered under the former instrument or provision or any right, privilege, obligation or liability acquired, accrued or incurred under the instrument or provision.

Fit and Proper Person Requirements

The Fit and Proper Person Requirements are designed to ensure that key registered training organisation (RTO) personnel have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates.

These requirements are set to protect and inspire confidence in the VET system, and to safeguard Australia's reputation as a premier provider of VET (both locally and internationally).

The Fit and Proper Person Requirements determine standards of behaviour by individuals who are in a position to influence an RTO's management.

Learn more: [Frequently asked questions—Fit and Proper Person requirements](#)

Financial Viability Risk Assessment Requirements

The Financial Viability Risk Assessment Requirements ensure that organisations can demonstrate their financial viability to deliver high-quality training to VET students.

More on meeting your [financial viability requirements](#)

Data Provision Requirements

The Data Provision Requirements 2012 ensure RTOs provide ASQA with a range of accurate and complete data about their business and operations.

These requirements allow ASQA to identify trends and risks within the industry, and to further monitor and improve Australia's world-class VET system.

The Data Provision Requirements also ensure ASQA has a record of all student records, qualifications and statements of attainment.

Australian Qualifications Framework

The [Australian Qualifications Framework \(AQF\)](#) establishes the quality of Australian qualifications.

The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

Understand the requirements of the AQF: the AQF [Second Edition January 2013](#) provides the complete set of AQF policies and objectives and information about the governing and monitoring arrangements for the AQF. Implementation arrangements for the revised AQF are also included.

AGREEMENT TO COMPLY – STUDENTS

I _____ have read the Policies and Procedures for Students as outlined by the Hader Institute of Education and agree to comply with all the conditions and requirements therein.

Name: _____
(Please print name)

Signature: _____

Date: _____