Section Four - Access & Equity
4.1 - Student Enrolment

At Principal Academy of Dance our approach to enrolment and induction is to provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right fit for the student and their current or future employer.

We strive to identify a student’s needs during the enrolment process to ensure that our services to each individual student are appropriately adjusted to allow for their unique requirements.

To achieve this, we will:

- Provide persons making an enquiry with accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about selected training programs;

- Conduct a one-on-one enrolment interview either face-to-face or over the telephone to individually assess the person’s needs and circumstances and provide them information about their rights and obligations;

- Provide information about special requirements for their desired training program and pathways to obtain these;

- Provide information about the occupational outcomes produced by their selected program and discuss how these align with their occupational goals and aspirations;

- Validate that applicants meet the entry requirements for their selected program to ensure that they have the greatest opportunity for success and completing the course;

- Determine if the applicant has the required access to information technology including modern computer systems and access to the internet if applicable.

- Determine that the applicants have appropriate language, literacy and numeracy skill and abilities to meet the requirements of their desired training program;

- Determine if the applicant has any need for reasonable adjustment at the point of enrolment to allow training programs to be suitably adjusted;

- Ensure there are no unnecessary barriers for persons to participate in the training program of their choice;
- Provide comprehensive administrative support that allows the applicant to complete enrolment efficiently and commence training at an agreed time and place; and

- Inform applicants about alternate pathways to training such as gaining national recognition for current competence or recognition of prior learning.

Principal Academy of Dance will apply the following steps during the enrolment process:

**Initial Contact**
- Establish Training Needs
- Supply Pre-Enrolment Information including Course Information, Student Handbook and Schedule of Fees and Charges

**Enrolment**
- Receive Enrolment Application
- Provide Audition Date and Time
- Conduct Audition and Pre-enrolment Interview
- Establish Individual Needs
- Process Enrolment

**Commence Training and Assessment**

Please refer to the following description and associated process diagrams for detailed information on the steps to be taken to fully engage with and induct a student into a course program offered by Principal Academy of Dance.

**Initial contact**

The primary purpose of the initial contact process is to establish the needs of the client and ensure the client receives all pre-enrolment information applicable to the program they are interested in. Establishing the client needs is important to ensure that those clients enrolling in programs are aligned to training and assessment that meets their vocational requirements in the industry of their choice. By providing clients with pre-enrolment information early, we are also
ensuring that prospective students are informed about their rights and obligations, about the training and assessment services to be provided and about the fee payment and refund arrangements.

There will be times when Principal Academy of Dance staff are contacted by potential clients for information pertaining to available training. Principal Academy of Dance staff should establish a positive client relationship from the start. How questions and answers are provided the client may make a big difference between securing an ongoing relationship or losing them to a competitor. Staff responding to inquiries is to do so courteously and professionally.

The following are guidelines are to be applied when engaging with an enquiring person:

- Try to establish over the phone which training program would be most appropriate. If the person really needs a training program that is not on Principal Academy of Dance scope of registration, advise the person that we are not able to provide the training and tell them how they can find a course that better suits their needs. One way of doing this is to direct them to http://training.gov.au or refer the person to an Australian Apprenticeship Centre.

- If the person’s needs do align with one of our training programs, inform the person of the Principal Academy of Dance delivery model and the choices they have in the scheduling of training to suit their particular circumstances.

- Obtain an email address from the person and send them via email a copy of the student handbook, a copy of the fee schedule, a copy of the course brochure applicable to the program they have enquired about and a link the enrolment application form. **Please note.** It is important to stress to a person making an enquiry that they are advised to read carefully the material you are sending to them.

- If the person requests to proceed with enrolment, provide them with instructions on completing the enrolment application form and what will happen after we have received it.

- Arrange a time for the person to participate in an audition and conduct an enrolment interview.

**Enrolment procedure**

The following steps are to be followed when enrolling a new student into a training program:
• Receive the application form and check that it is completed correctly. Take note of any individual needs and LLN suitability the person has identified. Contact the person and notify them of available times to participate in an audition.

• Observe the applicant in an audition to establish:
  - if they can demonstrate the required skills for their applied course, or to establish which course would be most appropriate for them;
  - if their level of skills is insufficient for training at Principal Academy, in which case they will be advised to apply again the following year; and
  - what level classes they should participate in once they are enrolled at Principal Academy;

• Undertake an enrolment interview to:
  - establish the applicant’s goals and intentions for training with Principal Academy;
  - assess the applicant’s maturity and attitude to see if they will engage with the training at the appropriate level;
  - answer any questions the applicant may have.
  - inform the applicant of when and how they will receive notice of their acceptance or non-acceptance.

Following the enrolment interview, if the student is continuing with their enrolment the remaining enrolment actions are required:

  – Send successful applicant an Offer of Acceptance.

  – Complete enrolment application processing and create the student profile within RTO Data.

  – Enter and verify the students USI or create the students USI. Please refer to the USI website for the Proof of ID requirements and options: http://usi.gov.au/Students/Pages/proof-of-ID.aspx

  – Create a training plan according to the student’s and/or employers requirements. Ensure allocated units of competency reflects the students training needs.
− Record any support arrangements for arrangements (if applicable) to cater for the student’s individual needs within the student enrolment register in RTO Data. Inform training staff of these requirements and schedule a reminder for the allocator trainer prior to the commencement of the student’s program.

− Raise a hard copy student files complete with enrolment application form, proof of identity, enrolment interview record and course schedule report from RTO Data. Student files are to be stored in accordance with the Records Retention and Management Policy.

− Prepare a student confirmation of enrolment letter and invoice for tuition fees (initial payment) and send these to the student via their supplied email.

− Inform student of the orientation process.

− Confirm payment of tuition fees prior to the commencement of the training program and visit to work placement venue.

On the day of commencement/orientation day

Orientation day happens one week prior to the first scheduled training day. It is not required to attend the orientation day, but it is recommended. On the orientation day it is required to:

− engage with students identified as requiring support services during the enrolment interview. Support services are to be negotiated with the student and put in place before the commencement of the training program.

− record the attendance of students and report any non-attendance to administration to enable a follow-up phone call to be made.

− confirm the payment of tuition fees and supply of learning resources.

− inform students wishing to apply for VET FEE-HELP of the application process.

− confirm licencing checks have been completed and a copy is held on the students file.

Provision of pre-enrolment Information to students

The Standards for Registered Training Organisations under Standard 5 identify that each learner is properly informed and protected either prior to enrolment or the commencement of
training and assessment. At Principal Academy of Dance we achieve this by providing prospective students with the following three pre-enrolment information sources:

- **Student Handbook.** The student handbook is the primary information vehicle to inform students about their rights and obligations prior to their enrolment. Ideally, the student handbook is supplied electronically as a PDF document. It is important that this document is professionally presented as it reflects the quality of the organisation. The student handbook is effectively the policy manual for the student’s participation in training and engagement with Principal Academy of Dance. It should constitute a valuable information source for the student who can reference the handbook when the student has questions about their course participation. The student handbook should contain information on the following topics for the student:
  
  - Introduction to Principal Academy of Dance;
  - Parking arrangements;
  - Public transport options;
  - Meal options;
  - Our expectation of you;
  - Training safety arrangements;
  - Equity and diversity support arrangements;
  - Privacy arrangements;
  - Refund policy;
  - Student access to records;
  - Continuous improvement arrangements;
  - Assessment arrangements;
  - Re-assessment policy;
  - Language, literacy & numeracy skills;
  - Education support services;
  - Making complaints & appeals; and
  - Recognition of existing skills & knowledge.
Course Information. The course information is the primary means of informing prospective students about the services to be provided in relation to a specific course leading to a qualification or units of competency. Course information is displayed on the website and be available in a downloadable PDF for the student to print and review. Course Information can also be sent to the student via email as pre-enrolment information. The course information should contain the following:

- the nationally endorsed outcome by code and title;
- the expected duration of the course;
- the entry requirements or prerequisites;
- the mode of delivery of training and assessment;
- the units of competency that comprise the course;
- the assessment requirements to successfully complete the course;
- student resource requirements;
- the expected locations for delivery;
- identify any work placement arrangements;
- the expected occupational outcomes;
- contact details for Principal Academy of Dance; and
- identify the RTO by its national code and legal name.

Schedule of Fees and Charges. This schedule of fees and charges provides a central place where the nominated fees and charges to participate in services with Principal Academy of Dance are listed. Schedule of fees and charges should contain the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- the nature of the guarantee given by Principal Academy of Dance to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study;
• information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services;

• the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to students who are deemed not yet competent on completion of training and assessment; and

• Principal Academy of Dance refund policy.

**Informing students of changes**

If at any time there is a change to the agreed services to be provided or policies relating to the student’s rights and the payment of fees and other charges, Principal Academy of Dance must advise current students prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Principal Academy of Dance.
Initial Contact Process

- Receive enquiry from prospective student
- Identify the training needs of the student
- Do we have a suitable training program?
  - N
  - Suggest alternative options. Refer to training.gov.au
  - Provide the student with all pre-enrol information
- Provide student with enrolment application form
Fee for Service Enrolment Process

Y

Start

Receive application form

Conduct audition and enrolment interview with the student

Y

Establish student’s individual needs and circumstances

Activate any student support services identified during the enrolment process

Complete and process the enrolment application

Create student profile on RTO Data

Create enrolment training plan and allocate units of competency

Does student require specialist support before entering the program?

Raise a student file and allocate student to a schedule course

Issue the student with enrolment confirmation letter and invoice for tuition fees

Record any support needs applicable to the student and alert training staff to these

End

Confirm payment of tuition fees and issue any pre-course

Suggest specialist support options to the student and outline a pathway to return for enrolment

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Funded Training Enrolment Process

Start

Provide and explain all pre-enrolment information

Receive notification from AAC

Begin audition and enrolment interview with student

Establish student’s individual needs and circumstances

Does student meet entry requirements?

I

Prepare and send notification to employer and

Activate any student support services identified during enrolment

Y

Complete an enrolment form

Record any LLN or reasonable adjustment requirements on student’s record

Raise a student file

Issue enrolment confirmation and training schedule to student

End

Complete a training plan

Create a record in the student management system

Suggest alternative options for student

Notify AAC, employer and student
4.2 - Managing individual needs

It is Principal Academy of Dance’s intent to clearly establish the individual needs of applicants and learners to best support them during training. Most importantly, this includes assessing applicants prior to training and recommending an appropriate level of qualification. It is desirable for students to enter a qualification with the greatest chance of completing it. It goes against our philosophy to accept a student that is unlikely to achieve the required competency during the training. During the enrolment process Principal Academy of Dance personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how we can best provide services to each learner in order to maximise their chances of successfully completing the selected training program.

We engage with students in the following ways:

- **First Point of Contact.** During the first point of contact, the student will be engaged either over the phone or in person to determine their training requirements and their vocational goal. This information will be used to align the learner with a particular program that we offer or to refer the student to a different training organisation. Following the first point of contact, the learner sent an enrolment package which includes the enrolment form to gather personal information about the learner.

- **Application form.** Application form includes specific questions for the learner in regards to their cultural and educational background. Application form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the student if they have any individual needs that may prevent their full participation in the training program. This information is gathered and taking into account during the audition and enrolment interview.

- **Audition and enrolment interview.** Once the application form is received, Principal Academy of Dance personnel will review the information and arrange to engage with the learner to undertake the audition and enrolment interview. This audition will take place at an allocated time with both group and singular activities required. The audition allows Principal Academy of Dance personnel to establish which level qualification will be best suited to the applicant or if they need to seek further training before being accepted. The enrolment interview provides specific points for discussion relating to individual needs, LLN, rights and obligations, recognition opportunity, et cetera.
This multipoint approach ensures that learners entering a training program with Principal Academy of Dance will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider.
If support services are identified, the following is a guide to support that can and should be provided:

<table>
<thead>
<tr>
<th>Individual need</th>
<th>Support Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided</td>
<td>Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.</td>
</tr>
</tbody>
</table>
| Minor LLN deficiency that would inhibit the participation                      | Scheduled training during a weekday only. Allocate an additional trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available.  
A verbal course can be offered and course structured altered to accommodate the student. |
| Significant LLN deficiency that would prevent participation and completion of the course | Refer the student to TAFE to complete Course in Language, Literacy and Numeracy  
Nil Cost  
Part Time Day: 10 hours per week x 18 Weeks  
This course is delivered part-time 2 days a week 9.00am - 1.00pm |
<p>| Recognised difficulties in studying and learning                              | Where appropriate to the program students identified with recognised difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the student and to engage the student in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course |</p>
<table>
<thead>
<tr>
<th>Individual need</th>
<th>Support Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>program. The study sessions should direct student back to the course reference</td>
<td>The following online resources are also useful for providing student support to study:</td>
</tr>
<tr>
<td>material in order to encourage their individual self-paced effort.</td>
<td><strong>Effective Study skills</strong>&lt;br&gt;A useful quick overview of study skills&lt;br&gt;www.adprima.com/studyout.htm&lt;br&gt;&lt;br&gt;<strong>How to Study</strong>&lt;br&gt;A large directory to study skills websites, including how to study in specific subject areas.&lt;br&gt;www.howtostudy.org&lt;br&gt;&lt;br&gt;<strong>Study Guides and Strategies</strong>&lt;br&gt;A wide ranging overview of the skills needed at all stages of student life.&lt;br&gt;www.studygs.net&lt;br&gt;&lt;br&gt;<strong>Study Skills Self-Help</strong>&lt;br&gt;Covers important skills such as time management, note taking and exam preparation.&lt;br&gt;www.ucc.vt.edu/stdysk/stdyhlp.html</td>
</tr>
<tr>
<td>Work hours are restrictive which would prevent the student attending training</td>
<td>Course can be offered part-time to accommodate work schedules. This will mean the qualification will take longer to achieve but allows for a flexible study schedule.</td>
</tr>
<tr>
<td>during Monday to Friday.</td>
<td></td>
</tr>
<tr>
<td>English as second language</td>
<td>A verbal course can be offered and course structured altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).</td>
</tr>
<tr>
<td>Individual need</td>
<td>Support Service</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Financial difficulties that prevent the full payment of fees in advance.</td>
<td>Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.</td>
</tr>
<tr>
<td>Student suffers from a nervous/anxiety disorder.</td>
<td>We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a relaxed mode without time pressures.</td>
</tr>
<tr>
<td>Inadequate clothing to participate in training</td>
<td>Student may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society. Nearest office is 215 Bulwer Street, North Perth WA 6006</td>
</tr>
<tr>
<td>Student required counselling support and advice about their personal situation</td>
<td>Student may be referred to:</td>
</tr>
<tr>
<td></td>
<td>- Lifeline 13 11 14</td>
</tr>
<tr>
<td></td>
<td>- Beyond Blue 1300 22 4636</td>
</tr>
<tr>
<td></td>
<td>- Salvation Army Family Welfare Centres</td>
</tr>
<tr>
<td>Students with a disability or medical condition</td>
<td>All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the student’s ability to perform tasks in a safe manner.</td>
</tr>
<tr>
<td>Students with visual impairment</td>
<td>Students with visual impairment can be supported by supplying internal learning resources with a larger printed font. Students can also be supplied with audio recordings of learning sessions where appropriate.</td>
</tr>
<tr>
<td>Students who are Aboriginal and Torres Strait Islander</td>
<td>Refer to ATSI Cultural Awareness Policy</td>
</tr>
</tbody>
</table>

Other individual needs can be considered on a case-by-case basis in consultation with the Chief Executive Officer.
4.3 - ATSI Cultural Awareness

Principal Academy of Dance are committed to providing a culturally supportive learning environment for students who identify as Aboriginal and Torres Strait Islander. The following information provides a guide to being culturally aware and sensitive:

**Men’s or Women’s Business**

Discuss with the student if there are any aspects of the training that are considered Men’s or Women’s Business and if so make appropriate adjustments in the program for that student.

**Referring to Aboriginal People**

Do not make general reference to Aboriginal people inferring that ‘Aboriginal’ covers both Aboriginal and Torres Strait Islander people.’ This is considered offensive and generalises both cultures. It is also considered a generalisation to use the word Indigenous in reference to Aboriginal & Torres Strait Islander people — try to refrain from using this term.

**Providing Support**

It is important to approach this sensitively and not cause embarrassment or shame to the person by asking them whether or not they can read or write. When the time comes for the person to read or write something, ask them if they would like help or the help of a family or community member. In most cases the person will ask for assistance if they need it, provided the issue has been approached with sensitivity and respect.

**Swearing**

It can be common for some Aboriginal people to use swear words in their regular vocabulary and in general conversation. Swearing is not considered to be as offensive as it is in non-Aboriginal culture. If this happens, try not to take any offence. This does not include a person swearing directly at you in a derogatory, threatening or offensive manner; this behaviour should not be tolerated by anyone.

**Non-verbal signs**

Aboriginal English makes considerable use of non-verbal signs, especially when discussing direction. These are an integral part of the communication process and should not be ignored.

**Non-verbal communication**
Be sensitive to the use of nonverbal communication cues which are a part of Aboriginal communication patterns. The use of silence does not mean Aboriginal people do not understand, they may be listening, remaining non-committal or waiting for community support. During discussions, Aboriginal people may delay expressing a firm opinion, preferring to listen to others’ opinions first before offering their own.

Images of deceased people

Avoid displaying or broadcasting images of deceased people. If it is important to do so, make sure that you have permission from the person’s family and/or community and include a relevant disclaimer. Images of people included in training materials used by Principal Academy of Dance must be approved by the Chief Executive Officer.

Acknowledgement of land and original custodians

It is a requirement at Principal Academy of Dance major events to provide an acknowledgement of land and original custodians. An example of this is:

‘I would like to acknowledge the original custodians, the Gadigal people of the Eora nation (Sydney), on whose land we are meeting today. I would also like to pay my respects to Elders past and present, and welcome all Aboriginal people here with us today.’

These should be the first words spoke after saying hello.

Welcome to Country

A Welcome to Country can only be performed by an Elder or leader who is from the community in which you are meeting. A non-Aboriginal person cannot perform a Welcome to Country and to do so is rude and disrespectful to the traditional owners and to all Aboriginal people. An Aboriginal person or group delivering a Welcome to Country for an event must be remunerated.

Information source

The information in this policy was sourced from the publication: Working with Aboriginal People and Communities, A Practice Resource, Feb 2009, Aboriginal Services Branch, NSW Department of Community Services.

This publication can be downloaded from the following link:
4.4 – Core Skills Support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff non familiar with the ACSF are recommended to study the information available at the following two sites:

http://www.industry.gov.au/skills/AssistanceForTrainersAndPractitioners/AustralianCoreSkillsFramework/Pages/default.aspx


Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach Principal Academy of Dance will:

− Assess a student’s core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;

− Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;

− Provide clear information to students about the detail of the core skills assistance available;

− Refer students to external language, literacy and numeracy support services that are beyond the support available within Principal Academy of Dance and where this level of support is assessed as necessary; and

− Negotiate an extension of time and other support arrangements to assist students to complete training programs if necessary.

Core Skills Support Procedure

The following procedure is to be followed in order to assess a student’s core skills:
- **Self-assessment.** In the first instance, prospective students are asked on the enrolment form "Do you consider that you have adequate language, literacy and numeracy skills to undertake the course?" In response to this question, the student may tick yes, no or not sure. If the student ticks yes, it is to be assumed that the student will have the language, literacy and numeracy skills to undertake the training.

- **Interview.** If the student ticks no or not sure on the enrolment form, the student should be contacted and arrangements made for an interview to further assess their language, literacy and numeracy skills. The interview may be by phone or in person. The purpose of the interview is to establish the background, motivation and general abilities of the student to determine what support Principal Academy of Dance may provide. The Core Skills Interview Guide is available in the forms folder.

- **Core skills Indicator Assessment.** Depending on the information gained from the interview, it may be necessary to invite the student to undertake a Core Skill Assessment. The assessment is not intended to cause anxiety but to determine where the student has specific language and literacy deficits and to determine what support is required to undertake Principal Academy of Dance training. The Core Skills Indicator Assessment is available in the forms folder.

**Supporting students with language, literacy and numeracy deficits**

Where it is determined that a student does have deficiencies with their core skills, Principal Academy of Dance is to adopt strategies which enable the student to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the student that recognises that additional time will be required to appropriately support the student to complete the training.

- Obtain a strong commitment from the student that they will provide personal effort that is in addition to that normally required to undertake the training program.

- If agreed to by the student, engage with the student’s employer to negotiate the additional time and effort required to appropriately support the student during the training program.

- Provide the student with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list
should be practised with the student to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a “vocational vocabulary” and will focus the student on small steps of achievement.

- Program sessions where learning information that would usually be delivered to the student via their own reading is presented to the student verbally and is supported by questions and answers.

- Make arrangement to regularly engage with the student to monitor their progress and adjust the support strategies.

**Referring the student for language, literacy and numeracy assistance**

Where it is determined that a student has core skills which are beyond the support available within Principal Academy of Dance, the student should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers. These courses have been designed to provide students with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

**Deciding to refer the student**

The decision to refer a student to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the student’s motivation to improve their abilities.

As a general guide:

- If the student does not currently possess the basic skills to perform training and development tasks in the workplace, they **should** be referred for assistance which should occur prior to enrolment with Principal Academy of Dance.

- If the student’s skills are adequate for the workplace but will hinder their participation in training, they **should not** be referred. Instead, Principal Academy of Dance is to design and implement suitable support services to enable their training and assessment.
Core Skills Process

**Start**

Is the LLN response “Yes”?

- Y: Receive enrolment form
  - Conduct an LLN interview
  - Refer to Student Enrolment Procedure
    - Is an LLN Indicator Assessment required?
      - Y: Administer the Assessment
      - N: Identify LLN support strategies for student
        - Obtain agreement from student on
          - N: Is referral to an LLN required?
            - Y: Make
            - N: E
4.5 - Complaints Handling

Principal Academy of Dance is committed to providing a fair and transparent complaint handling process.

What is a complaint?

A complaint is generally negative feedback about services or staff which has not been resolved locally. A complaint may be received by Principal Academy of Dance in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students and/or employers.

Early resolution of complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved.

Relationship to continuous improvement

Frequently, the complaints handling process will expose weaknesses in the training and assessment system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement.

Complaint handling principles

Principal Academy of Dance will apply the following principles to its complaints handling:

- A written record of all complaints is to be kept by Principal Academy of Dance including all details of lodgement, response and resolution. The complaints register within RTO Data is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaint handling must be stored securely to prevent access to unauthorised personnel.

- A complainant is to be provided an opportunity to formally present his or her case at no cost.
- Each complainant may be accompanied and/or assisted by a support person at any relevant meeting.

- The complaints policy must be publicly available. This means that the complaints policy and procedure must be published on the Principal Academy of Dance website.

- The handling of a complaint is to commence within seven (7) working days of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable.

- The complainant is to be provided a written response to the complaint, including details of the reasons for the outcome. A written response must be provided to the complainant within fourteen (14) days of the lodgement of the complaint.

- Complaints must be resolved to a final outcome within sixty (60) days of the complaint being initially received. Where Principal Academy of Dance Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Principal Academy of Dance should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within thirty (30) days is considered acceptable and in the best interest of Principal Academy of Dance and the complainant. A complainant should also be provided with regular updates to inform them of the progress of the complaint handling. Updates should be provided to the complainant at a minimum of four (4) weekly intervals.

- Principal Academy of Dance shall maintain the enrolment of the complainant during the complaint handling process.

- Decisions or outcomes of the complaint handling process that find in the favour of the student shall be implemented immediately.

- Complaints are to be handled in the strictest of confidence. No Principal Academy of Dance representative is to disclose information to any person without the permission of Principal Academy of Dance Chief Executive Officer. A decision to release information to third parties can only to be made after the complainant has given permission for this to occur. This permission should be given using the Information Release Form.
Complaints are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the complaint handling process. This means that the complainant is entitled to be heard with access to all relevant information and with the right of reply. The complainant is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally the decision must be made based on logical evidence and decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations. Further guidance on principles of natural justice and procedural fairness can be accessed at the following link: [Principles of Natural Justice and Procedural Fairness](#)

**Review by external agency**

Where the complainant is not satisfied with the handling of the matter by Principal Academy of Dance, they have the opportunity for a body that is independent of Principal Academy of Dance to review his or her complaint following the internal completion of complaint handling process. In these circumstances the Principal Academy of Dance Chief Executive Officer will advise of an appropriate party independent of Principal Academy of Dance to review the complaint (and its subsequent handling) and provide advice to Principal Academy of Dance in regards to the recommended outcomes. This advice is to be accepted as final and advised to the complainant in writing.

In a circumstance where the complainant feels mediation is required to resolve their concerns they may engage a third party to provide this. Principal Academy of Dance is a member of the Student Mediation Scheme provided by LEADR [click here](#). LEADR offers a free referral service to a mediator, whereby LEADR will facilitate mediation and manage the process.

A complainant who remains not satisfied with the process applied by Principal Academy of Dance following review by an independent party may refer their grievance to the Training Accreditation Council - TAC Online Complaint Form [click here](#). Students are to be advised that TAC will require the student to have exhausted all avenues through Principal Academy of Dance internal complaints handling procedure before taking this option.

Principal Academy of Dance considers that it would be extremely unlikely that complaints and appeals are not able to be resolved quickly within Principal Academy of Dance internal arrangements.
Complaints Handling Procedure

Matters that cannot be resolved at the time they occur should be referred to Principal Academy of Dance Chief Executive Officer for review. The following procedure is to be followed when a complaint form is received:

- A Complaints Form is received by Principal Academy of Dance and is to be immediately recorded into Principal Academy of Dance Complaints and Appeals Register.

- Complaints which are received in other forms such as phone or email are to be detailed on a Complaints and Appeals Form by the person (staff member) receiving the complaint and then recorded in the Complaints and Appeals Register.

- The Complaints and Appeals Form is to be forwarded to the Chief Executive Officer who is to review the matter and make recommendation as to how to respond to the matter. The Chief Executive Officer may choose to consult with the complainant, with others within Principal Academy of Dance or relevant agencies external to Principal Academy of Dance in determining their recommendations.

- The Chief Executive Officer may choose to make inquiries about the matter or may task another person to research the matter against relevant policy.

- The Chief Executive Officer is to commence their review of the complaint within seven (7) working days from the date the complaint was submitted.

- The Chief Executive Officer is to finalise their response to the complainant and provide the complainant a response as soon as possible but no later than fourteen (14) working days from when the complaint was submitted.

- The Chief Executive Officer is to communicate the response to the complainant personally either during a meeting or via the telephone. Complaint responses are not to be provided to the complainant via any third-party or via electronic communication such as e-mail. The Chief Executive Officer is to seek feedback from the complainant about their level of satisfaction with the complaint outcome and advise the complainant of their options if they are not completely satisfied with the outcome.

- Where the complainant is not satisfied with the outcome of the complaint handling, the Chief Executive Officer is to arrange for the complaint to be considered by an appropriate
independent third-party. The independent third-party is required to respond with their recommendations within fourteen (14) days of their review being requested.

- In a circumstance where the complainant feels mediation is required to resolve their concerns Principal Academy of Dance recommends they engage a third party to provide this. Principal Academy of Dance is a member of the Student Mediation Scheme provided by LEADR click here. LEADR offers a free referral service to a mediator, whereby LEADR will facilitate mediation and manage the process.

- A complainant who remains not satisfied with the process applied by Principal Academy of Dance following review by an independent party may refer their grievance to the Training Accreditation Council – TAC Online Complaint Form click here. Students are to be advised that TAC will require the student to have exhausted all avenues through Principal Academy of Dance internal complaints handling procedure before taking this option.

- The response to the complainant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the complaint.

- Opportunities for improvement that were identified as a result of the complaint are to be recorded in a Continuous Improvement Report and submitted for the next Management Team meeting. The Chief Executive Officer may, at his or her discretion, follow-up with the complainant after consideration by the Management Team to inform the complainant of the improvement actions identified.

- The Complaints and Appeals Register is to be kept up to date at all times to accurately reflect how the matter was responded to and the duration from the date the complaint was received to the date the complaint was resolved.
Complaints Handling Process

Start

Complaint is received

Has Complaints Form been submitted?

Person receiving complaint completes Form

Complainant is provided with options for

CEO reviews the complaint

Is investigation / consultation required?

CEO communicates complaint response to complainant

CEO determines complaint

Is complainant satisfied?

Implement complaint outcomes and raise opportunity for improvement action.

CEO or delegate completes investigation / consultation

CEO review outcomes of investigation / consultation

Update Complaints
4.5 – Appeals Handling

Principal Academy of Dance is committed to providing a fair and transparent appeals handling process.

What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with Principal Academy of Dance. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within twenty eight (28) working days of the decision or finding is informed to the student.

It is important to note that a student may appeal any decision that Principal Academy of Dance may make. Contrary to the popular belief that appeal relates only to assessment decisions, appeals can relate to administrative decisions that Principal Academy of Dance may make. Examples of this include an appeal of a decision to deny a refund or to deny an application for credit transfer. As the process for handling and assessment appeal compared with an appeal of an administrative decision is slightly different, this difference has been catered for within this policy with adjusted processes for both situations.

Early resolution of appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It can often be the case that a student’s decision to make an appeal can be avoided by proper communication and consultation with students at the time a decision is made.

Relationship to continuous improvement

Frequently, the appeals handling process will expose weaknesses in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement.
Appeal handling principles

Principal Academy of Dance will apply the following principles to its appeals handling:

- A written record of all appeals is to be kept by Principal Academy of Dance including all details of lodgement, response and resolution. The appeals register within RTO Data is to be used to record the details of the appeal and to maintain a chronological journal of events during the appeal handling process. Records relating to appeal handling must be stored securely to prevent access to unauthorised personnel.

- An appellant is to be provided an opportunity to formally present his or her case at no cost.

- Each appellant may be accompanied and/or assisted by a support person at any relevant meeting.

- The appeals policy must be publicly available. This means that the appeals policy and procedure must be published on the Principal Academy of Dance website.

- The handling of an appeal is to commence within seven (7) working days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.

- The appellant is to be provided a written response to the appeal, including details of the reasons for the outcome. A written response must be provided to the appellant within fourteen (14) days of the lodgement of the appeal.

- Appeals must be resolved to a final outcome within sixty (60) days of the appeal being initially received. Where Principal Academy of Dance Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the appeal, the CEO must inform the appellant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Principal Academy of Dance should attempt to resolve appeals as soon as possible. A timeframe to resolve an appeal within thirty (30) days is considered acceptable and in the best interest of Principal Academy of Dance and the appellant. An appellant should also be provided with regular updates to inform them of the progress of the appeal handling. Updates should be provided to the appellant at a minimum of four (4) weekly intervals.

- Principal Academy of Dance shall maintain the enrolment of the appellant during the appeal handling process.
- Decisions or outcomes of the appeal handling process that find in the favour of the appellant shall be implemented immediately.

- Appeals are to be handled in the strictest of confidence. No Principal Academy of Dance representative is to disclose information to any person without the permission of Principal Academy of Dance Chief Executive Officer. A decision to release information to third parties can only be made after the appellant has given permission for this release to occur. This permission should be given using the Information Release Form.

- Appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the appeal handling process. This means that the appellant is entitled to be heard with access to all relevant information and with the right of reply. The appellant is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision. Finally the decision must be made based on logical evidence and decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations. Further guidance on principles of natural justice and procedural fairness can be accessed at the following link: Principles of Natural Justice and Procedural Fairness

**Review by external agency**

Where the appellant is not satisfied with the handling of the matter by Principal Academy of Dance, they have the opportunity for a person that is independent of Principal Academy of Dance to review their appeal following the internal completion of an appeal handling process. In these circumstances, the Principal Academy of Dance Chief Executive Officer will advise of an appropriate party independent of Principal Academy of Dance to review the appeal (and its subsequent handling) and provide advice to Principal Academy of Dance in regards to the recommended outcomes. This advice is to be accepted as final and advised to the appellant in writing.

If the appellant is seeking a refund of their tuition fees based on an unfavourable outcome, this may be considered by the Chief Executive Officer on its merits. If the Chief Executive Officer does not approve a refund and considers that Principal Academy of Dance has dealt with the matter appropriately, the student is to be advised of the opportunity to refer the matter to the Office of Fair Trading in relation to their dispute over the requested refund.

Principal Academy of Dance considers that it would be extremely unlikely that appeals are not able to be resolved quickly within Principal Academy of Dance internal arrangements.
Appeals Handling Procedure

The following procedure is to be followed when an application to appeal a decision is received:

- An application to appeal a decision is received by Principal Academy of Dance and is to be immediately recorded into Principal Academy of Dance Complaints and Appeals Register. An application to appeal a decision must be submitted in writing.

- The application to appeal a decision is to be forwarded to the Chief Executive Officer who is to review the matter and make recommendation as to how to respond to the matter. The Chief Executive Officer may choose to consult with the appellant, with others within Principal Academy of Dance or relevant agencies external to Principal Academy of Dance in determining their recommendations.

- The Chief Executive Officer may choose to make inquiries about the matter or may task another person to research the matter against relevant policy or legislation.

- The Chief Executive Officer is to commence their review of an appeal within seven (7) working days from the date the appeal being submitted.

- The Chief Executive Officer is to finalise their response to the appellant and provide the appellant a response as soon as possible but no later than fourteen (14) working days from when the appeal was submitted.

- The Chief Executive Officer is to communicate the response to the appellant personally either during a meeting or via the telephone. Appeal responses are not to be provided to the appellant via any third-party or via electronic communication such as e-mail. The Chief Executive Officer is to seek feedback from the appellant about their level of satisfaction with the appeal outcome and advise the appellant of their options if they are not completely satisfied with the outcome.

- Where the appellant is not satisfied with the outcome of the complaint handling, the Chief Executive Officer is to arrange for the appeal to be considered by an appropriate independent third-party. The independent third-party is required to respond with their recommendations within fourteen (14) days of their review being requested.

- Where the appeal is in relation to an assessment decision, a reassessment should be recommended. Students participating in a reassessment should be provided with detail counselling about the perceived gaps in their skills and knowledge along with additional
training to support their improvement and ability to demonstrate competence. Reassessments should be scheduled to occur as soon as practicable following the outcome of an appeal. The reassessment must be undertaken by a different assessor than was used during the initial assessment. Following the reassessment, the student must be provided with detailed feedback about their performance and the outcome.

- An appellant who remains not satisfied with the process applied by Principal Academy of Dance following review by an independent party may make a complaint to the Training Accreditation Council - TAC Online Complaint Form [click here](#). Students are to be advised that TAC will require the student to have exhausted all avenues through Principal Academy of Dance internal appeals handling procedure before taking this option. The response to the appellant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the appeal.

- Opportunities for improvement that were identified as a result of the appeal are to be recorded in a Continuous Improvement Report and submitted for the next Management Team meeting. The Chief Executive Officer may, at their discretion, follow-up with the appellant after consideration by the Management Team to inform the appellant of the improvement actions identified.

- The Complaints and Appeals Register is to be kept up to date at all times to accurately reflect how the matter was responded to and the duration from the date the appeal was received to the date the appeal was resolved.
Administrative Appeals Handling Process

Start

Appeal is received

Has an Appeal Form been submitted?

Y

A completed Appeal Form is requested

N

Appeal is forwarded to CEO

Enter appeal into the Appeals Register

CEO reviews the appeal

Is investigation / consultation required?

Y

CEO or delegate appeal investigation / consultation

N

CEO communicates appeal response to appellant

CEO determines appeal response

Is appellant satisfied?

Y

Implement appeal outcomes and raise opportunity for improvement action

N

Appellant is provided with options for escalating appeal.

Update Appeals Register

End
Assessment Appeals Handling Process

Start

Appeal is received. Must be in writing and received within 28 days of the decision in dispute

Enter appear into Appeals Register

 Appeal is referred to the CEO

Candidate is offered re-assessment with the option of additional training

Does candidate agree to additional training?

Y

Additional training provided to candidate

N

Re-assessment completed

Is candidate deemed competent after re-assessment?

Y

CEO to meet with candidate and discuss assessment process and outcome

N

Is candidate still dissatisfied with assessment outcome?

Y

Raise Opportunity for Improvement Report if required

N

Update appear outcome in the Complaints and Appeals Register

End

Refer to Complaints Process
4.6 – Student Access to Records

At Principal Academy of Dance we acknowledge that learners need access to their records in order to monitor their progress and participation. Principal Academy of Dance will facilitate access to records to a student on request.

Requesting access to records

Students who require access to their records are required to complete a Records Request Form. This form can be obtained from any Principal Academy of Dance staff member. It is the responsibility of all staff to respond positively to these requests and assist the student to complete the request form and facilitate access.

It should be noted that access will only be provided to the student in person and only after identification has been confirmed. Photo ID is required. Principal Academy of Dance also requires the payment of an administrative fee of $10.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records then this incurs no cost. The student does however need to complete the Records Request Form on all occasions where access is requested. The completed Records Request Form can be submitted to any staff member who will pass the request to the Office Manager. The Office Manager will respond to the request within two business days.

What records can be accessed?

The Records Request Form seeks to identify what specific records are requested to access. These may include:

- hard copy records from your student file which will include enrolment administrative records and assessment evidence.

- activity data which is contained within the Principal Academy of Dance student management system including your electronic training plan and details of awarded units of competency.

How are records accessed?

Once a student has requested access to records, a staff member will organise for the student to attend the Principal Academy of Dance office where controlled access will be provided.
Controlled access means, hardcopy records may be viewed by the student in the presence of a Principal Academy of Dance staff member.

Students who request activity data from the Principal Academy of Dance student management system can be provided this in a printed report format which details all activity recorded within the student’s training plan for any specific enrolment which includes achievement of units of competency.

Students who request to access their records are to be provided with this access at the earliest opportunity. Principal Academy of Dance is committed to maintaining a transparent and equitable training environment.

**Access by external authorities**

The Australian Skills Quality Authority is entitled to collect activity data about a student’s enrolment and achievements. This information includes all information submitted by the student during the enrolment process. This information is collected for the purpose of auditing participation and the monitoring and reporting of training outcomes. The information provide by students may be accessed by Commonwealth officers and by the National Centre for Vocational Education and Research (NCVER) for statistical research purposes.