

Learner Handbook



ROYAL COLLEGE
OF HEALTHCARE

Author: Royal College of Healthcare Pty Ltd

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Who are we?

Since 1997, Royal College of Healthcare has been sought after by leading aged care providers to provide quality training and education. We deliver nationally recognised qualifications and are registered through the Australian Skills Quality Authority (ASQA) as a Registered Training Organisation (RTO). We deliver relevant and high-quality aged care and disability training and qualifications, tailored specifically to the Australian healthcare sector to improve the lives of our students and their future clients.

Our guiding principles

As pioneers in the RTO industry, our approach to education and assisting businesses and learners within Australia is second-to-none, and yet we continue to innovate.

In a world where business success is increasingly determined by people's capacity to adapt and evolve, our courses are flexible yet robust, and blend industry requirements with the content, policies and procedures of our clients.

Royal College of Healthcare learners enjoy a positive, nurturing learning environment, with course materials and trainers that are adaptable to suit different learner needs.

Our practical, innovative programs provide a wealth of opportunities, helping learners to unlock their potential and thrive in their chosen career.

Links to learner policies and procedures

[Privacy Policy](#)

[Complaints and appeals policy](#)

[Acces & equity policy](#)

[Deferment, suspension and cancellation policy](#)

[Refund policy](#)

Learner support & assistance

We aspire to teach, motivate and inspire learners to reach their highest stage of personal development and growth.

Throughout your journey, you'll have the opportunity to be taught and mentored by industry leaders and professionals. Having unrestricted access to their expertise ensures our alumni secure their dream job.

Royal College of Healthcare provides the following learner support services:

- Monitoring of learner welfare and reaching out to help with any problems/issues that may arise
- Assisting you to resolve any problems which could impede your successful completion of the study programs
- Career counselling with regards to further training and employment pathways

Support services are available to all learners no matter where they study or the delivery mode. A team of Learner Success Advisors are available, alongside your trainers to assist you with any questions you may have.

Royal College of Healthcare understands the importance of foundation skills, which are non-technical skills that support an individual's participation in the workplace, in the community and in education and training. In our programs, the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF).

The learner undertaking our programs will require well-developed language, literacy and numeracy skills relevant to the context of their role. The learner's skills will be evaluated during the application for enrolment process to ensure learners enrolling in the program have the skills to complete all training and assessment in line with the AQF level of the qualification.

Applicants who are identified as requiring additional support with their language, literacy and numeracy, will be referred to the LLN Student Support Coordinator for specialist assistance, who will provide additional learning assistance throughout the program if required. The LLN Student Support Coordinator will outline the strategies that the learner has agreed to follow in order to help them through their course. Where internal support cannot be provided, learner will be referred to an external agency.

Credit Transfer and Recognition of Prior Learning

Royal College of Healthcare offers opportunity for course credit or Credit Transfer (CT) and/or Recognition of Current Competencies (RCC) and / or Recognition of Prior Learning (RPL) for all learners at enrolment and ensures that the process is structured to minimise time and cost to learners.

Royal College of Healthcare will provide information and support to help learners gather the relevant evidence to support their claim for recognition of the competencies they have acquired. The procedure ensures that there will be written verification of the outcome and that proper records are kept in the learner file.

Definition

Credit Transfer: is the granting of credit to learners for units of competency achieved through accredited training. These units and their learning outcomes must be equivalent to the units that the learner is applying for and must have been completed under the Australian Qualifications Framework (AQF).

Recognition of Current Competencies: applies if a learner has previously successfully completed the requirements of a unit of competency and is now required to be reassessed to ensure competence is maintained. This is relevant for units of competency where licensing or ticket information is included in the skills area i.e. first aid or CPR.

Recognition of Prior Learning: is the acknowledgement of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is carried out by collating evidence against formal competencies as described in the relevant training package.

Credit transfer

Learners who have achieved the exact unit(s) through previous accredited training will be eligible for a credit transfer toward units in the Royal College of Healthcare qualification that they are enrolling in or where the units they have previously completed are deemed equivalent to units in their Royal College of Healthcare course.

Royal College of Healthcare will only consider credit for qualifications/units completed within the Australian Qualifications Framework. Royal College of Healthcare does not offer credit for study completed outside the Australian Qualifications Framework (non-Australian Qualifications) Royal College of Healthcare does not offer Credit Transfer for all units in a qualification in order to issue a full qualification where all units would be Credit Transfer.

If the previously held unit is deemed non-equivalent then Credit Transfer can't be awarded. The learner will need to apply for RPL.

Evidence to support an application for credit transfer.

Learners seeking a credit transfer are required to supply evidence to demonstrate they hold the equivalent unit.

Evidence could include:

- A certificate with the relevant recognised authority logos.
- Certified results from an institution.
- Statement of Attainment

Recognition of prior learning

Learners who believe they already have the skills and knowledge required by some or all of the units in a qualification may seek to have their existing competency recognised through a formal RPL process. The RPL process involves the learner gathering evidence from life, work and both formal and/or informal study experiences and matching it against the specific learning outcomes of individual units of competency. A Royal College of Healthcare Assessor will be appointed to assist the learner with this process.

Where the qualified Assessor determines that the evidence is sufficient to demonstrate current competency against the unit requirements the learner will be awarded the unit. In many cases this will mean the learner can complete all or part of a qualification without needing to attend training – although training may be required where there are gaps in the learners' knowledge and/or skills.

Evidence to support a claim for recognition of prior learning.

The learner will need to provide evidence to demonstrate that they are currently competent against the endorsed industry competency standards. The onus is on the learner to provide enough evidence to satisfy the requirements of current competency.

Evidence could include:

- Subject Outlines from previous study
- Resume (Personal)
- Position Description that can be verified
- References from former employers that can be contacted
- Testimonials from clients
- Work samples
- Relevant life experience,
- Relevant work experience

Learners who apply for RPL will be provided with an RPL kit to provide structure to the application process.

Variation to Enrolment

Deferral, suspension and cancellation of enrolment policy

This policy outlines the circumstances in which a learner's enrolment can be deferred, suspended, transferred or cancelled by the learner or by Royal College of Healthcare.

Definitions

Deferral: Postponement prior to commencement of course.

Suspension: Temporary postponement of enrolment during course.

Cancellation: Withdrawal of enrolment in course.

Transfer: To move study modes or class during a course.

Compassionate or compelling circumstances: Generally, those circumstances are beyond the control of the learner that could have an impact on the learner's capacity and/or ability to progress through a course.

Extenuating Circumstances: Extenuating circumstances relating to the welfare of the learner.

Policy

A Learner's enrolment can be deferred, suspended, transferred or cancelled in limited circumstances by Royal College of Healthcare or by the learner.

Learners have the right to appeal a Royal College of Healthcare decision, regarding the deferral, transfer, suspension or cancellation of their enrolment.

Royal College of Healthcare initiated suspension or cancellation

Royal College of Healthcare can suspend a learner's enrolment in the following instances:

- Learner misbehaviour
- As part of an intervention strategy for unsatisfactory course progress
- In compassionate and compelling circumstances

The length of time a learner can have their enrolment suspended at the initiation of Royal College of Healthcare is at the discretion of the Program / Regional / Training Managers. A learner's enrolment

cannot be suspended for more than three months without re-assessing the circumstances that led to the suspension to determine if they are still applicable.

Cancellations

Royal College of Healthcare may cancel a learner's enrolment in the following instances:

- Learner demonstrates serious misconduct
- Erratic course progress, for example, consistent unsatisfactory course progress or continuous absence from scheduled course hours.
- In the case of Government Funded learners – failure to show ongoing monthly engagement in units of study
- Non-payment of outstanding fees
- Failure to return to study after the end of an approved suspension period.
- The passing of the course end date where no contact has been made with their trainer to extend this date

Learner Initiated Deferral, Suspension, Transfer or Cancellation

Deferral

Learners may defer prior to commencement of a course in the following limited circumstances:

- On the grounds of compassionate or compelling circumstances (at the discretion of the Institute)
- Learners must request a deferral of the commencement of their course prior to the course commencing. The request must be made in writing to the Consultant who enrolled you on an Enrolment Variation Form.
- The length of time a learner may have their enrolment deferred is at the discretion of the General Manager of Operations but may not exceed six months.
- Deferral does not entitle the learner to a refund.

Suspension

Once a course has commenced, learners may request a suspension of their enrolment on the grounds of compelling or compassionate circumstances. Learners must inform their trainer who will then prepare a variation form with documentation attached to support their claim of compelling or compassionate circumstances. The granting of a suspension of enrolment is at the discretion of the Institute.

The length of time a learner may have their enrolment suspended is at the discretion of the Program / Regional / Training Managers and will depend on the individual circumstances. Suspensions of more than three months will not be granted without a re-assessment of the circumstances.

Suspension does not entitle the learner to a refund.

Learners who fail to return to study at the end of an approved suspension period may have their enrolment cancelled.

Transfer

Once a course has commenced, a learner may request a transfer to a different study mode i.e. virtual campus, workplace or a different trainer. Learners must discuss this with their trainer who will then complete a variation form with documentation attached where appropriate to support the transfer. The granting of a transfer is at the discretion of Royal College of Healthcare.

A transfer does not entitle the learner to a refund.

A learner can vary their enrolment once (by deferring or transferring) without incurring a fee.

Please note the transfer fee only applies to learners changing study modes or classes. It doesn't apply to trainees cancelling or commencing a training contract if they are not changing study modes.

Cancellation

All learners wishing to cancel their enrolment can apply in writing to their trainer via an email or via a phone call, the trainer will then prepare a variation form. If the learner requests a refund, the Refund Policy will apply.

Assessing and recording learner requests to defer or suspend.

The Program / Regional / Training Managers are responsible for approving learner-initiated deferrals and suspension.

In assessing the request, the Manager will consider:

- The evidence provided by the learner to demonstrate compelling or compassionate circumstances
- The impact these circumstances may have on the ability of the learner to continue with their studies
- The impact these circumstances may have on the ability of the learner to complete the course within the expected duration of study
- The duration of the suspension requested
- The support options available to the learner (e.g. counselling, temporary reduction in course load, specialised Trainer to attend workplace).

Learners will be advised by phone or email of the outcome of their request for a deferral or suspension. If a learner is dissatisfied with the outcome of a request, they can access the Complaints and Appeals Process.

All documentation relating to the assessment and outcome of learner deferral, suspension and cancellation applications will be kept in the learner's file. All discussions undertaken with the learner during the processing of the application must be recorded on the Learner Management System (WiseNET).

Learners are advised to retain their original documents (e.g. medical certificates, police Statements) for their own records and submit copies with applications for deferment, suspension or cancellation. Royal College of Healthcare may ask to see the original documents.

Completion within course duration

Learners have a maximum of 6 weeks after the completion of all training activity and classes and work-placements to submit required assessments.

Learners who require an extension of study time must request this in writing from their Trainer before the six-week completion time has passed. A request for study extensions should explain the reason the extension is required and the timeline for completing outstanding units.

The Trainer will determine whether to grant an extension, and for how long, based on the learner's academic performance and the information outlined in the request for an extension.

Learners who are dissatisfied with a Trainer decision regarding a request for an extension have 20 working days to access the Royal College of Healthcare internal Complaints and Appeals Process.

Appealing a deferral, suspension, transfer or cancellation decision.

In cases where cancellation or suspension of the learner's enrolment is initiated by the Institute, learners will be notified in writing of the reason for the cancellation or suspension and given 20 working days to access the Institute's internal Complaints and Appeals Process unless 'Extenuating Circumstances' relating to the welfare of the learner exist. If 'Extenuating Circumstances' exist, the cancellation or suspension can be implemented prior to the 20 days appeal period passing.

Appeals will be dealt with expeditiously to minimise any disadvantage to the learner if their appeal is upheld. Learners are not permitted to return to class until the process has been finalised. However, at the discretion of the General Manager, learners may be provided with course material and contact with a Trainer to enable them to continue their studies during the appeal process.

Assessments

Assessment is an integral part of being awarded a qualification or statement of attainment. Vocational based training and assessment uses a competency-based model of assessment. Competency based assessment is governed by the assessment standards within the AQF (Australian Qualifications Framework).

Royal College of Healthcare delivers training and assessment using the principles of competency-based training and assessment. Royal College of Healthcare ensures all assessment is conducted according to the Principles of Assessment (assessment must be valid, reliable, fair & flexible) and Rules of Evidence (evidence collected to demonstrate competency must be valid, authentic, current & sufficient) as specified in the Standards for RTO's.

Royal College of Healthcare is committed to transparent assessment processes and outcomes that are clearly explained to assessors and learners in order to minimise the likelihood of assessor error and learner misunderstanding. However, where a learner disagrees with their assessment result, they can access the Assessment Appeals process outlined in this policy.

Principles of assessment

Learners are assessed through a wide range of tasks/activities to ensure reliability and validity of assessment. This ensures that a learner is assessed on their ability to perform the task(s) to industry standards. Assessments used by Royal College of Healthcare are regularly validated to ensure they meet the following principles:

Valid – assess the criteria/outcomes as specified by the unit of competency and Assessment Guidelines within the relevant Training Package

Reliable – consistent from learner to learner, context to context and assessor to assessor

Flexible – appropriate to a range of delivery modes, sites and learner needs

Fair – do not disadvantage any individual or group of learners

Assessment methods

To ensure that we cater for a variety of learning styles, learner needs and gather sufficient evidence on which to base an assessment decision, a range of assessment methods may be used to gather different assessment evidence.

Assessment methods include, but are not limited to:

- Practical demonstration of skills
- Quiz
- Observation of processes
- On the job tasks – in the workplace or during work placement
- Projects and written assessments
- Oral questioning
- Log books
- Simulation experiences

Assessment evidence

Under the rules of competency-based assessment – evidence is gathered by the trainer in conjunction with the learner and assessed against the criteria of the unit(s).

Evidence gathered in support of competency must be:

- **Valid** – an appropriate form of evidence to assess the requirements of the unit
- **Authentic** – the genuine work of the learner
- **Sufficient** – enough evidence, gathered on a number of occasions to satisfy the requirements of the unit
- **Current** – recent enough to reflect the learner’s present knowledge and skill

Assessment for a whole unit or cluster of units is generally a combination of several of the above methods.

Learners are advised of assessment methods and requirements in advance and any special needs a learner may have are considered.

Assessment criteria is detailed in course program guide, assessment theory booklets and on the go1 portal. Due dates of assessment are provided to learners by their trainer. If a learner is unable to submit an assessment task on time, this must be discussed with the assessor prior to the due date. Extensions will only be granted by the trainer in extenuating circumstances.

A marking guide is used by trainers and assessors when marking learner assessments to ensure consistency of assessing.

Submission of assessments

All written assessments must be submitted electronically through the Learning Management System or in hardcopy to the Trainers and Assessors with an Assessment Coversheet completed or attached if not in the assessment book.

Learners must keep a copy of all written assessments that are submitted. Royal College of Healthcare accepts no responsibility for lost written assessments and will not return originals to the learners.

All online assessments must be completed online and uploaded as per project/practical task within their relevant due dates.

Learner assessments can be returned no more than three times by the assessor before a final outcome of Not Yet Competent is assigned to that particular unit. This may result in the withdrawal from the course.

Feedback will be provided to the learner by the Trainers and Assessors when assessments have been marked as competent or not yet competent.

Assessment appeals

All learners have the right to have an assessment decision reviewed if they do not agree with the result. Before requesting a formal review, it is recommended that learners discuss their concerns with their Trainer. If this does not resolve the concern the learner can lodge a formal appeal request.

The learner must lodge a formal appeal request in writing or email, clearly stating the grounds of the appeal. The appeal should be directed to the General Manager -Operations and must be made within two weeks of results being posted or no appeal process will be entered.

If the General Manager believes a review of a learner's result is warranted, a review panel will be formed comprising the Trainer, the Manager and one neutral qualified assessor. The learner will be notified within 14 days of the result of their appeal by email. The result is final.

The review panel may suggest that a learner sit for a supplementary assessment or exam, depending on the cause of not yet competent.

If the learner fails the supplementary assessment, a Not Yet Competent result will be shown for that assessment or unit. This result is final, and no further appeal process can be entered into. This may result in the withdrawal from the course.

Reasonable adjustment

Reasonable adjustment in assessment allows a student who has a support plan in place to have the best opportunity to have their competencies accurately and fairly recognised.

The workplace focus of competency assessment means that an assessor must be aware of what adjustments or modifications might be reasonable to expect within a workplace, and what adjustments developed for assessment might be reasonably transferred to the workplace. The extent to which an adjustment can be made is limited by the workplace context of VET competence, the principles of assessment, the rules of evidence and by the assessment requirements of Training Packages.

The process of gathering evidence to be used in the judgement can be varied, ranging from evidence derived from workplaces or realistic simulations, observations made by third parties or assessors. It is in gathering the evidence that 'reasonable adjustments' can be safely made. If there is a reasonable adjustment that does not compromise the competency standard it is a requirement that this alternative assessment be made available to a student with a support plan in place, if there is no reasonable adjustment that would not compromise the competency standard, it is not unlawful to deny the student an alternative assessment.

Assessing knowledge:

Knowledge is usually assessed through short answer tests. Assessors are seeking to ascertain the extent of the student's knowledge, and time is rarely an issue. The main barriers relate to the receiving and understanding of the question and the production of a response that is an indicator of the knowledge. Assessors may need to present the questions orally, or employ the services of a reader or an interpreter and Assessors may need to seek oral responses or use a writer/scribe or an interpreter, provide extra time, a different time, a quiet space.

Assessing candidate skills:

Skills are usually work-related 'hands-on' activities, and time may be a work-relevant requirement. Assessors are seeking to ascertain that the candidate can perform the skill in workplace-like conditions.

If required, simulations and scenarios can be used to assess a candidate's skills where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. Simulated assessment environments must simulate the real-life working environment where these skills and

knowledge would be performed, with all the relevant equipment and resources of that working environment.

Given that competency assessment must reflect workplace conditions, the modifications appropriate to workplaces will also be the modifications needed in competency assessment. The JobAccess website provides information on modifications appropriate to workplaces in industry categories via from www.jobaccess.gov.au. Or JobAccess advisors can be contacted on 1800 464 800 or online at www.jobaccess.gov.au.

Health & safety

Your health and safety while studying and training is our highest priority. We aim to provide a safe and healthy environment that minimises the risk of accident. While we take every care with the safety of our venues, you also have a role to play.

Responsibility of learners

- Follow all safety rules
- Report unsafe conditions and practices to the Trainers and Assessors and/or Administration staff
- Learn and study in a way that maintains your safety and that of fellow learners

Drugs and alcohol

Royal College of Healthcare provides a learning/training environment which aims to ensure the health, safety, respect and productivity of all learners. The use of drugs and alcohol may impair an individual's capacity to learn safely, efficiently and with respect for other learners. The use of such substances may result in the risk of injury or a threat to your wellbeing or that of other parties. Our policy is that no learner is to attend training while under the influence of alcohol or drugs. Every learner, academic and staff member is entitled to enjoy a safe and respectful environment. Breaching this policy can result in termination of studies.

Prescription drugs and medication

Nothing within our Drugs and Alcohol policy prohibits the use of prescription pharmaceuticals. You should check with your Doctor that your prescription does not impair your study performance or put you or others at risk.

A learner may be suspended or withdrawn from their course in the following circumstances:

- Failure to uphold and maintain the Royal College of Healthcare policies and regulations as set out in this Learner Handbook
- Breach of the Drug and Alcohol Policy
- Sexual harassment of another learner or staff member
- Plagiarism defined as taking and presenting or submitting the thoughts, writings or work of someone else as though it is your own
- Misconduct that may place another learner or staff member in fear of their safety, e.g. violence and/or abuse, or through continued disruptive behaviour restricting a trainer or class of learners from maintaining a learning environment
- Non-payment of fees – courses are to be paid strictly in accordance with the Royal College of Healthcare enrolment terms and conditions
- A learner shall have the right of appeal against a determination of the Head of Department for suspension or expulsion. Such notice must be received in writing within seven days of the determination
- Learners performing their practical work in the workplace are expected to wear Royal College of Healthcare uniform or appropriate attire as stated in their placement/work experience handbook. Learners are to behave professionally at all times. Any learner may be expelled or suspended from their training or work placement if their conduct compromises the safety and wellbeing of any client through unprofessional behaviour or attitude
- Collusion defined as when two or more learners consciously collaborate in their work and pass it off as their own

Sexual harassment

A learner may be suspended or withdrawn from their course in the following circumstances:

Royal College of Healthcare is committed to ensuring that its work, teaching, learning and assessment environments are free from sexual harassment. Sexual harassment will not be tolerated under any circumstances, and disciplinary action will be taken against any learner who breaches this policy. Sexual harassment in education is illegal under The Sex Discrimination Act 1984. Some forms may constitute a criminal offence (e.g. indecent exposure, sexual assault, stalking).

Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature, which makes a person feel humiliated, intimidated or offended. Sexual harassment can occur between men and women; women and other women; men and other men.

Behaviour which does not constitute sexual harassment

Behaviour based on mutual attraction, friendship or respect and that which is consensual, welcome and reciprocated, does not constitute sexual harassment.

Behaviour may become sexual harassment if these circumstances change.

Complaints of Sexual Harassment.

All complaints are to be directed immediately to the General Manager of Operations. All complaints of sexual harassment will be treated seriously, investigated promptly, impartially, confidentially and in accordance with the principles of natural justice. If sexual harassment is found to have occurred, action will be taken to stop the behaviour immediately. Counselling may be offered to the complainant and/or the offender and, depending on the seriousness of the case, appropriate disciplinary action (which may include suspension from classes and/or withdrawal from Royal College of Healthcare). Sexual harassment involving a crime will be reported to the police.

Plagiarism

Definition

Plagiarism is defined as the use of someone else's work without acknowledgement. Plagiarism is a form of cheating. It may result in either failure to attain competency in that unit or withdrawal from the course of study.

Plagiarism can include:

- Copying someone else's work or assessment
- Using information which another learner has collected without acknowledging it
- Copying from the internet or a textbook without using an appropriate form of referencing
- Using the ideas or research which you have found in a textbook or internet without referencing, even if you have written those ideas or research findings into your own words
- Using electronic dictionaries in lectures and tutorials where definition-based knowledge is required
- Whenever you use the thoughts, ideas, research findings or words of someone else, you must show where those thoughts, ideas, research findings or words come from.

It is therefore essential to learn how to reference your work in an appropriate manner. If you do not reference your work correctly, i.e. if you are found to be plagiarising you may be deemed not yet competent and withdrawn from the unit/qualification.

For assistance with referencing refer to the Harvard Referencing Guide from:

www.usq.edu.au/library/help/referencing/harvard

Intentional Plagiarism is plagiarism which is deliberate with the intention to deceive e.g. copying someone else's assignment and passing it off as your own work; copying large amount of works from other sources without acknowledging those sources.

Unintentional Plagiarism is plagiarism which results from a lack of understanding of the concept of plagiarism, or a lack of skill in referencing / acknowledging sources in your written assessments.

Both intentional and unintentional plagiarism are breaches of the policy.

Group-work means a project / assignment which is conducted by several learners, resulting in a single piece of assessment or a number of associated pieces of assessment. Unless authorised or

directed by trainer as part of your assessment, 'group-work' is not an acceptable excuse for plagiarism.

Collusion involves working with others without permission to produce work which is then presented as your own, without acknowledging the input of others. This includes working together on an assignment and handing in identical, or very similar, written assessments.

Collusion is a form of plagiarism. Learners should not knowingly allow their work to be copied.

Learners have a responsibility to:

- Read, understand and respect the policy on plagiarism
- Familiarise themselves with the type of referencing required for their competency(s) and ask for assistance and guidance
- Avoid all acts which could be considered plagiarism
- Seek assistance from appropriate sources with any academic writing areas where they are aware they need more knowledge and skills

Penalties for plagiarism, collusion and cheating

Each case will be individually assessed.

The level of intent to deceive, the extent of the plagiarism and the learner's history regarding plagiarism will be the principle criteria for determining penalties.

Penalties may include any, or all, of the following:

- A verbal or written warning
- The exclusion of the learner from enrolment in a competency and/or course(s)
- The exclusion of the learner from Royal College of Healthcare

Copyright Act

Royal College of Healthcare complies with the relevant copyright legislation. Learners are reminded that the use of copied printed material, software or other intellectual property must be undertaken in compliance with the Copyright Act. Royal College of Healthcare prohibits the use of any software where ownership cannot be proven and prohibits the photocopying of any material which may infringe copyright laws. Photocopying any more than 10% of a document or book is against the law and heavy penalties may apply.

Institute requirements

Accreditation

Royal College of Healthcare is a Registered Training Organisation (RTOID 31994) – all qualifications awarded are nationally recognised and are in line with the Australian Qualifications Framework (AQF). Royal College of Healthcare is accredited by:

ASQA – Australian Skills Quality Authority

iteca (formerly ACPET)

Royal College of Healthcare is a member of **iteca** (Independent tertiary education council Australia), and abides by the Code of Ethics for private education providers. Iteca provides mediation services for learners if required.

Dress standards, general conduct and rules.

Learners are expected to dress in an appropriate manner. Royal College of Healthcare prepares learners for employment in varied industries. Learners should be mindful that they are being prepared for their work environment and should dress accordingly.

Learners must wear their Royal College of Healthcare polo shirt as requested when undertaking work placement.

- Health laws prohibit smoking in buildings anywhere. Learners must leave the building if they wish to smoke and smoke in the designated area.
- Alcohol and drugs are prohibited on campus.
- Behaviour: Learners should always maintain a reasonable standard of conduct. This includes when they are engaged in any activity relating to their study whilst on work placement.

Learner responsibilities

It is the responsibility of the learner to:

- Attend classes regularly and maintain satisfactory academic progress
- Ensure that any personal/ medical circumstances that may affect their ability to complete their course are discussed with their Trainers and Assessors as soon as they

become known. Medical conditions or personal circumstances or problems which have not been declared, cannot normally be considered in assessing performance on the course.

- To be aware of the correct time, date and location of all work placements, training sessions, simulation days, and assessment dates that they have.
- Ensure that all course work, assessments and portfolios of evidence are in concise and accurate English and is their own work.
- To behave in a way that is respectful of fellow learners and the staff.

Results / grades

The terms 'Competent' and 'Not Yet Competent' are used for assessment results.

Acts and regulations

As a Registered Training Organisation (RTO) Royal College of Healthcare is committed to complying with Commonwealth and State legislation and all regulatory requirements relevant to its operations.

As a Royal College of Healthcare learner the acts and regulations you should be aware of are listed below. You have rights under all legislation and acts but these rights carry responsibilities, which include the responsibility to respect other people's rights.

- Disability Discrimination Act
- Australian Education Act 2015
- Disability Standards for Education
- Education Act
- Education Regulations
- Model WHS Act
- Model WHS Regulations
- Codes of Practice WHS
- Privacy Act 1988
- Privacy Policy ACQSC
- ECA Code of Ethics
- Copyright Act 1968
- Racial Discrimination Act
- Sexual Discrimination Act
- Age Discrimination Act

Learner services

Textbooks and learner kit

Learning guides and workbooks (if applicable to the course), listed textbooks, kits and uniforms if applicable are a compulsory requirement of the course and are included in the course fees unless otherwise stated in course information. Learners may wish to purchase recommended textbooks to expand their knowledge. The textbooks and recommended reading.

Certificates

Learners should allow four weeks from the date of completion of their assignments/ class for the issue of their certificate. This is to allow time for assessments to be marked, results to be calculated and reviewed.

Learners who do not complete their course are still eligible to receive a Statement of Attainment for units they have successfully completed at the time of withdrawal.

Certificates and Statements of Attainment will only be issued to learners whose financial status with Royal College of Healthcare is up-to-date.

Additional copies or re-prints of Certificates or Statement of Attainment are \$50.

Financial hardship

Learners unable to pay their tuition fees on time for any reasons should discuss their situation with the Finance Department.

Language, Literacy and Numeracy Support

Should the need arise, language, literacy and numeracy assessment and support can be arranged. If you believe you will require extra assistance, please discuss this during with your trainer.

We have a Language Literacy and Numeracy Coordinator who will work alongside you and your trainer in supporting you throughout your studies

Problems: academic and personal

Our staff are on hand to discuss and advise on academic and personal issues. If learners are having problems regarding study, they may discuss their concerns with their trainer or Program / Regional Manager.

If you are experiencing personal problems, you can speak to your trainer and if more specialised help is required, we can recommend you to an external specialist consultant/organisation to provide such assistance.

Counselling

If a learner is feeling distressed or upset, a trainer, staff member or Regional Manager can be approached by the learner. If the learner does not wish to do this, they can talk to the People and Culture Department who will then refer to other forms of support or external counselling.

Emergencies

Royal College of Healthcare maintains an emergency contact list. For Ambulance, Fire and Police Tel: 000 (24 hours a day).

Learner Input and Feedback

Learner input and feedback is gathered formally and informally and this is used to evaluate staff, the Royal College of Healthcare facilities and program effectiveness.

Royal College of Healthcare uses evaluation surveys for learners and analyses the information collected to make decisions about academic issues, recruitment and training and the facilities. These surveys are confidential and are distributed and collected by Royal College of Healthcare to allow learners free and fair comment.

Change of address

Please ensure Royal College of Healthcare always has your current address. Learners are required to complete an SMF22A Change of Personal Information Form; for any changes to their personal details; these forms can be completed online or requested from your Trainer and Assessor and then submitted online, posted to Royal College of Healthcare, Level 2, 80 Dorcas Street, Southbank, VIC 3006 or handed to your Trainer and Assessor for processing from our Administration Department.

Translations & interpreting services

Tel: 131 450 (24 hours)

Contact us

Head Office

Address: Level 2, 80 Dorcas Street, Southbank, VIC 3006

Ph: 1300 223 040

fax: 03 9521 1447

email: info@royalcollege.edu.au



ROYAL COLLEGE
OF HEALTHCARE

Email info@royalcollege.edu.au
Call 1300 032 011

www.royalcollege.edu.au

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