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# STUDENT HANDBOOK

Revision 2.0

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# Student Handbook

## Welcome to Zest Institute

Thank you for choosing Zest Institute as your training provider and allowing us to contribute to your learning journey.

We pride ourselves on professional, flexible learning and providing you with the best experience possible to attain your learning goals.

We hope you are looking forward to your learning, and we are here to help you make the most of it. Good luck.

I look forward to hearing about your achievements and providing support where possible. I trust you will enjoy your time with us and wish you every success in your learning.

DIRECTOR  
Zest Institute

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## SECTION 1 INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with Action Training Academy trading as Zest Institute – RTO 41396.

### Action Training Academy

As a Registered Training Organisation (RTO) registered with the Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver. We must comply at all times with the Standards for RTOs 2015, which are part of the VET Quality Framework. To ensure compliance, we have developed comprehensive internal policies, procedures, and systems that guide our compliant operations, and we must participate in audits with ASQA and the Department of Employment Small Business and Training (DESBT) upon their request. Zest is a [QLD Skills Assure Supplier](#) approved for the delivery of training and assessment services subsidised by the DESBT [Certificate 3 Guarantee](#) and [Higher Level Skills](#) funded programs. These programs are subsidised for eligible participants and require a mandatory co-contribution fee from the student.

As the RTO, we are responsible for issuing your AQF certification documents in accordance with our issuance policy, as outlined in this Handbook.

If you feel we have not met our obligations as an RTO at any time, you have the right to make a complaint following our Complaints and Appeals Policy, which is outlined further in this Handbook.

Zest Institute has a training location at:

Block A, Suite 7A / 3 Zamia Street, Sunnybank 4109

Zest offers a range of training products and services, which include the following:

- [SIT20322- Certificate II in Hospitality](#)
- [SIT20421- Certificate II in Cookery](#)
- [SIT30622- Certificate III in Hospitality](#)
- [SIT30821-Certificate III in Commercial Cookery](#)
- [SIT40422- Certificate IV in Hospitality](#)
- [SIT40521-Certificate IV in Kitchen Management](#)
- [SIT50422- Diploma of Hospitality Management](#)

Of the above, four qualifications are subsidised by DESBT, as below. You can find [more details on our website](#), including Student Fact sheets, eligibility requirements, and co-contribution fees.

- [SIT30622- Certificate III in Hospitality](#)
- [SIT40422- Certificate IV in Hospitality](#)
- [SIT40521-Certificate IV in Kitchen Management](#)
- [SIT50422- Diploma of Hospitality Management](#)

### Service Commitment

Zest is committed to providing quality training and assessment services to its learners. We aim to:

- Provide training and assessment services that meet industry needs and trends;
- Deliver high-quality, innovative and engaging training and assessment;
- Maintain a person-centred approach;
- Foster relationships with our students, supporting them through their career;
- Provide flexible learning opportunities;
- Provide a supportive, facilitative and open learning environment;
- Ensure all training is delivered by qualified trainer and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;

- Maintain a healthy and effective learning environment for students;
- Produce competent and confident workers that benefit the community and industry.

## SECTION 2 STUDENT RIGHTS AND RESPONSIBILITIES

Zest accepts applications from all students who meet the entry requirements published in the course information. The following Student etiquette guidelines will help foster a healthy learning environment for all students.

### Assessment

All assessments must be submitted by the due date. If you have difficulty completing an assessment, discuss it with your trainer/assessor before the due date. The trainer/assessor can offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

#### Assessment malpractice

Assessment malpractice includes cheating, collusion, and plagiarism.

Zest regards the integrity of assessment as critical to its professional responsibilities as an RTO and, therefore, strives to ensure the assessment processes are not compromised. Zest has policies and procedures in place to deal with assessment malpractice.

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

### Change of personal details

Students are required to ensure their personal details are recorded with Zest and up-to-date at all times. Should your circumstances or details change, don't hesitate to contact us.

### Evaluation and Feedback

We value all feedback from Students as it assists us in continuously improving the products and services we offer. Students are encouraged to provide us with feedback, both positive and constructive.

Zest has developed some feedback forms for you to provide feedback.

Thank you in advance for your comments.

DESBT may contact you for surveying as well.

### Learner Support services

Zest understand that there may be times when personal issues may affect your ability to undertake your training and assessment. Zest has identified several support services for Students with special needs or who require additional support and assistance to undertake or complete their learning.

### **Mentoring & Guidance**

Zest can provide Students with mentoring, coaching, and guidance on course content, effective learning, and study techniques.

### **Language, Literacy Numeracy**

Discuss with us your options for further language literacy and numeracy development.

### **Reading Writing Hotline**

<http://www.readingwritinghotline.edu.au/>

1300 655 506

### **Learning Materials**

Students receive a copy of training and /or assessment materials on the online platform Didasko as part of the course fee. The training and assessment are mainly conducted online, as we believe in being paperless as part of our Corporate Social Responsibility.

### **Making the Most of Your Training**

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimize your learning and successful completion, undertake to do the following:

- Complete all training and all required reading and learning activities;
- Be a willing participant;
- Ensure you have a clear understanding of the assessment requirements;
- Take responsibility for the quality of evidence that you submit to the Assessor;
- Keep track of your progress;
- Complete and submit all assessments on time and tasks using clear and concise language;
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

## SECTION 3 COURSE INFORMATION

### Accredited Training Programs

Accredited programs are competency-based, which means that training and assessment focus on developing and recognising a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for a particular workplace activity are set out in Units of Competency, which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages, which can be viewed at [www.training.gov.au](http://www.training.gov.au).

Each qualification has a list of employability skills that describe the non-technical skills and competencies important for effective and successful participation in the workforce. For each qualification, there are specific employability skills listed under the following headings:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organizing
- Self-management
- Learning
- Technology.

These employability skills will be part of the assessment requirements of a nationally accredited course.

### UNIQUE STUDENT IDENTIFIER (USI)

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that creates a lifetime record for an individual of all the nationally recognized training that has been completed. Under the Unique Student Identifiers Act 2014, all RTOs must ensure a valid USI for any student enrolled in nationally recognised training since 2015. This means (unless you have an exemption issued by the USI registrar) that as a student you must either:

- Provide us with your USI, or
- Provide us with permission to access or create your USI on your behalf.

For information about exemptions for individuals please review this webpage:

<https://www.usi.gov.au/training-organisations/training-organisation-requirements/exemptions-individuals/how-apply>

If you are giving us permission to access or create your USI, we will need a valid form of identification.

If you would like to create your own USI, please visit: <http://www.usi.gov.au/Students/Pages/default.aspx>

We are unable to issue a qualification or a statement of attainment unless we have a valid USI or a notice of exemption from the registrar.

### Competency

It is important to note that the rules and requirements of a Unit of Competency and a qualification are applied to all Students regardless of where they are or the mode of training delivery provided. You could be a full-time Student in a classroom or the workplace, or you could be applying for recognition of the skills and knowledge currently held.

Each Unit of Competency is made up of the following:

- Elements;
- Performance criteria;
- Required knowledge and skills;



- A range of variables;
- Critical aspects of evidence;
- Any pre or co-requisites (if applicable).

To be deemed Competent in any Unit of Competency, you must be able to provide evidence of the required skills and knowledge to complete work tasks to the standard required in the workplace. Skills need to be demonstrated over a period of time in a range of situations and environments (which could include simulated applications in a learning environment).

## Evidence

Evidence is material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, Government regulations, and your qualifications and current experience. Evidence can take many forms, and you will be required to present more than one piece.

The assessment tools that we will provide to you set out the exact evidence requirements for each unit/module.

Examples of evidence could include one or more of the following:

- Specific assessments tasks set by your Assessor
- Observation reports
- Certificates and awards
- Examples of work completed or special projects
- Current licenses
- Position descriptions and performance reviews
- Third party reports
- Question responses
- Tests

Your evidence must also demonstrate the following:

- That you can do the job or task to the required standard
- Understand why the job should be done in a particular way
- Handle unexpected issues or problems
- Work with others 'in a team'
- Do more than one thing at a time, e.g. perform the task and be aware of the occupational health and safety requirements
- Know the workplace rules and procedures

## Assessment

Assessment is integral to your learning if you wish to complete successfully and gain certification.

The assessment process will be explained at enrolment and throughout your program. Assessors will also be available to answer any questions you may have.

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

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

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

- Observation of performance;
- Assignments;

- Written activities;
- written / oral questioning;
- oral presentations;
- workplace performance
- projects
- case studies;
- role plays/ simulations;
- demonstration of skills;
- online assessments;
- portfolio of evidence.

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

Zest is required to meet stringent quality requirements in the conduct of all assessments.

The Zest has carefully constructed and developed assessment resources to meet these quality requirements and be user friendly to students.

### Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

<b>Valid</b>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• Assessment of knowledge and skills is integrated with their practical application;</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
<b>Reliable</b>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
<b>Flexible</b>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner’s needs;</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li> </ul>
<b>Fair</b>	<p>The individual learner’[s needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p>

	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary
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### Rules of Evidence and Assessment

Zest is required to ensure that all evidence provided by Students, as proof of their competency, meets the following “rules of evidence”.

<b>Valid</b>	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
<b>Sufficient</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
<b>Authentic</b>	The assessor is assured that the evidence presented for assessment is the learner’s own work.
<b>Current</b>	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

### Course Assessment

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

Many courses require an assessment to be completed after the course, as workplace performance is essential in competency-based learning.

### Presentation of Assessments/ Assignments

- All assessments should be typed.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- If you are mailing an assignment, it must be received by the due date. Zest does not accept responsibility for any lost assignments. **Please ensure you keep a copy of your assignment prior to submission.**
- We endeavour to assess all assessments within 10 working days of receipt.
- Students are entitled to one resubmit assessment. If the re-submissions are still deemed NYC, Students may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Students must re-enrol in the course again, paying the full course fee.

### Assessment results

Students have access to their own learning account, which indicates the assessments undertaken and the units of competency that the individual has attained.

Assessment results are provided to Students as soon as possible. They are available through your Didasko Student login account. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the Student is received in advance.

### Reasonable adjustments

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

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

### Extensions for Assessment

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

## Certificates

### Types of Certification

In general, four types of certificates are issued by Zest. Certificates can only be awarded by Zest in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the Student has been deemed competent across all the relevant units of competency making up the qualification.
- **Record of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a Student is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.
- **Certificate of Attendance** – for non-nationally recognised training. Issued when a Student attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the Student must have a satisfactory attendance rate.

Certificates will only be emailed to the Students and posted (if requested specifically to do so) at their nominated postal address. The onus is on the Student to ensure their address details are correct in the reply email.

Certificates will not be sent to other parties, without the expressed prior written permission from the Student. Duplicate or replacement copies of certificates incur a fee.

## Course Delivery

Zest ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;
- All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by Zest meet specific quality requirements and are chosen to best suit the unit of competency, while giving consideration to the learning style of the Student. The provision of training often includes a blended approach with a combination of on and off-the-job methods.

A number of delivery methods will be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- Practical demonstrations
- audio/visual presentations

- group participation/ discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities
- individual projects
- workplace based training
- case studies

## Flexible Delivery

Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the Student. This means that the Student has greater control over what, when and how they learn.

Zest offers various forms of delivery to accommodate the varying needs of Students. Modes of delivery available for most courses include classroom (face-to-face) environment, workplace –based, correspondence, on-line, Recognition of Prior Learning (RPL) or a combination of these.

## Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which the Zest must abide.

Zest makes appropriate concessions for language, literacy and numeracy issues of Students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

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

Advice is given to all Students on appropriate actions if there is a need to update literacy and numeracy skills. Zest can assist in providing this additional development prior to completing your enrolment into vocational skills.

## Recognition

Recognition is the collective term and includes:

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

All Students have the opportunity to apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training.

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

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

If you think you have the necessary knowledge and skills to match a Unit(s) of Competency or a qualification at the required standard you need to contact our team who will provide the information you need to complete an application.

## Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence.

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

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

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

It is important to note, the onus is on the Student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor and ASQA standards.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

## Recognition Decision

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s);
- Any Regulatory requirements;
- Authenticity - That it is your own evidence and can be authenticated;
- That you can perform the competency consistently and reliably;
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF);
- Sufficiency - There is sufficient evidence to make a judgment.

Zest is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

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

For further information on Recognition, please see Zest Recognition policy.

## Credit Transfer Recognition

Zest recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Mutual Recognition or Credit Transfer. Credit Transfer is applicable when a Statement of Attainment or qualification provided by a Student has the same national competency codes as those that form part of the training and assessment program within which the Student is enrolled or is intending to enrol. Students are required to formally apply for Credit Transfer. Make sure you attach certified copies of transcripts from your previous study. In some cases we may ask for additional information about the subject or unit you previously studied so we can determine equivalence. Your Credit Application may be returned to you if you don't provide the required information.

The co-contribution fee for Credit Transfer is not applicable for eligible subsidised students funded by DESBT.

## Special Needs

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

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

The Director, in collaboration with the Student, will assess the potential for the Student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Student's learning.

## Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in industry.

## SECTION 4 POLICIES

### Access and Equity

Zest is committed to promoting, encouraging and valuing equity and diversity with respect to its Students and providing them with a positive learning environment to achieve success. Zest will ensure services offered are provided fairly and equitably to all Students, free from bias.

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

All Students have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, see Zest Access & Equity Policy.

### Appeals

Zest ensures that Students have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

- Students have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
- The appeals policy is publicly available, via Zest website.
- The appellant can provide detail of their appeal either verbally and/or in writing.
- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the Student.
- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third-party review will be advised to the appellant.
- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application.
- All appeals are acknowledged in writing and finalised as soon as practicable.
- Zest may charge a fee for the appeals process where an external assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.
- If the appeal will take in excess of 60 calendar days to finalise Zest will inform the appellant in writing providing the reasons why more than 60 calendar days are required. The appellant will also be provided with regular updates on the progress of the appeal.
- Zest strives to deal with appeal issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint process.
- All appeals will be handled 'In-Confidence' and will not affect or bias the progress of the participant in any current or future training.



## Grounds of appeal

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

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

## Appeal Outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:
  - i. The original assessment will be re-assessed, potentially by another assessor.
  - ii. Appropriate recognition will be granted.
  - iii. A new assessment shall be conducted/arranged.
- b) Appeal is rejected/ not upheld; in accordance with Zest assessment policy the Student will be required to:
  - i. undertake further training or experience prior to further assessment; or
  - ii. re-submit further evidence; or
  - iii. submit/undertake a new assessment

For further information, see Zest Appeals Policy.

## Student Enrolment

To enrol in a training program do so via our website or contact the Administration Office and we will send out an enrolment form and the information flyer about the course. Complete an Enrolment form and send to us, either by email or post.

Once we receive your enrolment an interview will be scheduled. At this interview you will do the following:

- Discuss the course in detail
- Discuss undertaking a training program
- Establish whether you are eligible for government funding (if available)
- Confirm the fees/subsidised co-contribution fees you will have to pay
- Be informed about the requirements of a QLD government funded requirements for eligible participants.
- Confirm the date of the mandatory orientation session

## Student Selection

Zest conducts recruitment of Students at all times in an ethical, fair and responsible manner using various methods.

Zest is committed to ensuring that all Student selection processes are fair, equitable and consistent with workplace performance, competency level and the Training Package requirements. Therefore, selection into a training program is based upon the applicant:

- satisfying appropriate funding body entry criteria,
- meeting any pre-requisite qualifications or work experience, and

- meeting any age requirements that may be in place for a particular course

Zest shall ensure that any applicants who do not meet entry requirements are advised of any appropriate pre-entry training they may take to meet eligibility criteria.

## Student Records

Zest maintains an individual Student file for every Student who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, any training and assessment undertaken and completed. This file is available to you.

In accordance with Privacy laws and confidentiality requirements, your file is kept in Dropbox folder and Student management system Axcelerate. Only those Zest personnel who need to have access to your file for training and assessment purposes can access it.

No other person or student can or will have access to your personal Student file without your prior written permission.

If you would like access to your personal records contact DIRECTOR.

## Complaints

Zest has a fair and equitable process for dealing with Student complaints.

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

### Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.
- All Students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- Final decisions will be made by the Director Zest or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise Zest will inform the complainant in writing providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the Student in any current or future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

### Lodging a Complaint

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

The Student completes a Complaints Form to commence the process.

For further information, see Zest Complaints Policy.

## Course Fees

Zest has developed a fair and equitable process for determining course fees, refunds and payment options.

In subsidised course there is a co-contribution fee for \$1 per unit for non-concession student and a flat \$10 co-contribution fee for concession student. The fees on invoice is cost per unit of competency for both concession and non-concession student.

\*Co-contribution fee for \$1 per unit for non-concession. No fee for Credit transfer

\*Concession is  $\text{Course Fee} \div \text{No. of units} = \text{cost per unit}$ . No fee for Credit transfer

### Flexible payment options

Zest accepts various methods of payment for course fees. Course payment can be made in cash, Visa card, MasterCard, Direct Deposit, or PayPal. Zest invoice is raised using **Square** system, and there is a link to pay via Square directly.

Course fees are payable in advance, and enrolments are tentative until payment is received.

### Qualification enrolments

Fees for the qualification program may be paid in advance via a payment arrangement. As full qualification payments are discounted, this payment method incurs a surcharge.

## Cancellation & Transfers

### Enrolment cancellation / withdrawal / deferral / amendment

Students who wish to withdraw/cancel/defer/amend their course are required to complete a Course Withdrawal Amend form.

### Student Transfers

- a) **Transfer to another "Course date"** – Students are able to transfer to another course date, providing they make a request in writing a minimum of one week in advance. The transfer is subject to course availability.
- b) **Transfer to another "Course"** – Should a Student wish to transfer to another course, they need to make the request in writing a minimum of one week in advance. The transfer is subject to course availability.
- c) **Transfer to another "Delivery mode"** – Should a Student, enrolled in a course, wish to transfer to another "delivery mode" for the same course they are able to do so providing they make a request in writing a minimum of one week in advance. An administration fee is applicable for all transfers to another course delivery mode. The transfer is subject to course availability. Should a student wish to transfer to another delivery mode and does not provide written notice at least one week in advance, the student forfeits the full course fee.
- d) **Transfer to another "Student"** – Prior arrangement no later than one week prior to the course. An administration free is applicable for all transfers to another Student.

### RTO Cancellation of courses

Zest reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full

refund of all monies paid by a Student for the course will be made within seven (7) days. Zest has financial safeguards in place to ensure that all pre-paid fees are available for refund in the case of cancellation by Zest.

## Equal Opportunity

Zest is committed to equal opportunity policies and principles, as they affect Students and employees to ensure the elimination of discrimination and harassment.

### Rights and Responsibilities

Zest has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and Students.

Zest is committed to providing an environment which recognises and respects the diversity of employees, contractors and Students. Zest is committed to providing a work and study environment free from harassment, vilification and bullying and supports the rights of all employees, contractors and Students to work and study in a safe and healthy environment free from such behaviour.

Zest will:

- Ensure that employees, contractors and Students understand that these types of actions and behaviour will not be tolerated in the work/study environment.
- Request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

All employees, contractors and Students have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or Student feels harassed, vilified or bullied, the employee, contractor or Student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or Student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the DIRECTOR should be contacted.

As a Student of Zest, you have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, Students and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness if the person being harassed decides to lodge a complaint.

### Discrimination

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

Both direct and indirect discrimination are against the law:

- Direct discrimination - means treatment that is obviously unfair or unequal.
- Indirect discrimination - means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups.

### Harassment, Vilification and Bullying

All employees, contractors and Students have an equal opportunity to work and study. Zest will not tolerate behaviour which is of a harassing, vilifying or bullying nature.

It is against the law for employees, contractors and Students to be harassed during the course of their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and Students.

### **Harassment**

In general, harassment is behaviour which is unwanted and that humiliates, offends or intimidates a person, and occurs because of a person's:

- Race, colour, ethnic or ethno-religious background, descent or national identity.
- Sex.
- Pregnancy.
- Marital status.
- Disability (including physical, intellectual and/or behavioural/psychiatric disability; past, current or future disability; actual or presumed disability).
- Sexuality (male or female; actual or presumed).
- Transgender.
- Age.

It is unlawful for a person to be harassed due to a relationship to or association with a person of a particular race, sex, marital status, disability, homosexuality, transgender or age.

Harassment in the work and study environment can be overt or subtle, direct or indirect. It can be verbal, non-verbal or physical. Harassment can occur when power is used incorrectly.

Harassment is not always intended. Actions and behaviour which one person finds amusing or unimportant may offend or hurt another person.

Examples of harassment include:

- Intrusive or inappropriate questions or comments about a person's private life.
- Unwanted written, telephone or electronic messages.
- Promises or threats to a person.
- Physical violence or the threat of physical violence or coercion.

### **Vilification**

Vilification is the public act of a person which incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, sexuality, transgender or HIV/AIDS status.

Examples of circumstances and behaviour that may constitute vilification on the basis of a person's race, sexuality, on transgender grounds, or disability (HIV/AIDS) etc are graffiti, speeches or statements made in public, abuse that happens in public, statements or remarks in a newspaper, journal or other publication, on radio, television or other widely accessed electronic media such as internet, email etc. People wearing symbols, such as badges or clothing with slogans, in public, gestures made in public, posters or stickers in public space.

### **Bullying**

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion from workplace activities and "ganging up". Repeated "put-downs", aggression, threats and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and Students.

### **Sexual harassment**

Zest will not tolerate sexual harassment in the learning or work environment.

The Zest deplores all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

Sexual harassment is unlawful. The harasser may be held liable for unlawful actions and be required to pay damages. All employees, contractors and Students have the right to work and study in an environment free from sexual harassment.

### **Forms of sexual harassment**

Sexual harassment may take many forms. Often people do not realise that their behaviour constitutes sexual harassment, but they must be aware that behaviour that is acceptable to one person may not necessarily be acceptable to another. Sexual harassment is any unwanted behaviour of a sexual nature by one person to another at work or in a work-related setting. Examples of sexual harassment include, but are not limited to:

- Insensitive jokes and pranks.
- Lewd comments about appearance.
- Unnecessary body contact.
- Displays of sexually offensive materials, for example, calendars or posters.
- Requests for sexual favours.
- Speculation about a person's private life and sexual activities.
- Threatened or actual sexual violence.
- Threat of dismissal, loss of opportunity and so on, for refusal of sexual favours.

### **Complaints**

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

## **Privacy**

Zest abides by the Privacy Act and respects Students, staff and trainer/assessors' right to privacy.

As a RTO, Zest is obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from Students in secure Student records. All staff must be scrupulous in using Student information only for the purposes for which it was gathered. All Students have access to their own records at all times.

Zest collects information from Students upon initial enquiry in order to send course information, and is collected at enrolment and during the provision of the training and assessment services. Zest may use personal information to advise Students of upcoming events and training course, for marketing and research purposes. In addition feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

Zest will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see Zest Privacy Policy.

## **Refund Policy**

Payment of all refunds, to Students who are entitled to a refund, are in accordance with the following refund policy.

Zest will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

- a) Payment of all refunds is made within one week (seven days) of application for refund.
- b) With regard to all withdrawals, Zest will firstly encourage a Student to enrol on another course date, prior to processing refund applications.
- c) Written notification of withdrawal from a training program must be provided by a Student to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
- d) There is no refund applicable where a Student has commenced their course/unit.
- e) There is no refund to participants who do not obtain their qualification after assessment.

- f) There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the Student.
- g) Zest does not accept liability for loss or damage suffered in the event of withdrawal from a course by a Student.
- h) Zest provides a full refund to all Students, should there be a need for Zest to cancel a course. In the first instance Zest will (where possible) provide an opportunity for the Student to attend another scheduled course.
- i) If Zest cancels a course, Students do not have to apply for a refund, Zest will process the refunds automatically.
- j) Refunds for cancellation of enrolments in individual courses are granted on a sliding scale:

Reason for Refund	Notification requirements	Refund
Student withdraws	In writing, eight (8) calendar days or more prior to the course commencement	100% of the course fee (paid by the Student)
Student withdraws	In writing, within seven (7) calendar days prior to the course commencement.	75% of the full course fee (regardless of how much the Student has already paid)
Student withdraws	In writing, less than 24 hours prior to course commencement.	Nil Refund
Student withdrawn from the course by Zest	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by Zest		100% of the course fee (paid by the Student)
A fee equal to 25 % of the full fee is charged where cancellations occur within seven (7) days before commencement of an enrolled course or assessment		
Fees are refunded in full where the Student submits in writing reason for withdrawal, eight (8) days or more prior to commencement of an enrolled course or assessment		

- k) Refunds for cancellation of enrolments in full qualifications are subject to the following refund formula.

Fee Type	Description	Fee \$\$
Enrolment cancellation fee	RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation	\$150.00 per qualification
Unit Fee – Commenced	For all individual units commenced/attended/completed from within the qualification /Accredited course	Full Unit fee payable by the Student Nil Refund
Unit Fee – Not Commenced	For all individual units <b>NOT</b> commenced/attended/completed from within the qualification /Accredited course	Full Unit fee paid by the Student is Refunded

- l) In subsidised course there is a co-contribution fee for \$1 per unit for non-concession student and a flat \$10 co-contribution fee for concession student. As per the refund policy, we will refund based on the number of units completed and a full refund for the concession student.

### Commencement dates

- \*\* Please note commencement for correspondence courses is the date that the training materials were posted to the Student.
- Commencement for online Students is the date that online access is provided to an individual Student for a particular course.

### Workplace Health and Safety (WHS)

Zest is committed to providing a safe and healthy learning and work environment. The safety of our Students and staff is of primary importance in all activities and operations of our organisation. We are committed to implementing, maintaining and continuously improving work health and safety in all of our facilities and operations.

Zest encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

Zest recognises its responsibility under the Workplace Health and Safety and related regulations. The DIRECTOR has responsibility for ensuring the health and safety of staff, Students, contractors and visitors. This includes:

- Provide and maintain safe plant, equipment and systems of work.
- Provide, monitor and maintain systems for safe use, handling, storage and transportation of plant, equipment and substances.
- Maintain the workplace in a safe and healthy condition.
- Provide adequate facilities to protect the welfare of all employees.
- Provide information, training and supervision for all staff and contractors, helping them to integrate WHS into their work areas and roles.
- Provide information, where relevant, to Students, allowing them to learn in a safe manner.
- Check WHS system compliance via ongoing auditing.
- Integrate continuous improvement into WHS performance.

### Duty of Care

Zest is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, Students, and contractors. Specific responsibilities are shown below.

### Zest Management:

- Are responsible for the effective implementation and regular review of this WHS policy.
- Must observe, implement and fulfil responsibilities under legislation that applies to WHS and endeavour to comply with relevant standards and codes of practice.
- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to Zest Continuous Improvement processes
- Are responsible for ensuring that a WHS management system is implemented.

### Staff, contractors, Students and visitors:

- Have a duty of themselves and others.
- Have a responsibility to cooperate with all WHS processes.
- Have a responsibility to comply with relevant Zest WHS management system policies and procedures.
- Must not bypass or misuse systems or equipment provided for WHS purposes.
- Must report any unsafe conditions which come to their attention to the DIRECTOR.



### **Accidents, Injuries and Near Misses**

All incidents and near misses are required to be reported immediately. See your trainer/assessor or administration personnel to report any issues.

Zest will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation to reasonably prevent a recurrence.

Zest is also committed to ensuring that injury management activities commence as soon as possible after injury and that every effort is made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.

Students and employees are expected to take care to prevent work-related injuries to themselves and to others.

### **Investigating incidents and accidents**

The DIRECTOR is responsible for investigating incidents and accidents.

Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented), the DIRECTOR will immediately undertake an investigation.

The process for investigations may include.

- Interview all people involved in the accident or incident and witnesses.
- Use the risk management approach to help understand the underlying hazards that caused the incident or accident and whether controls failed, were insufficient or were absent.
- Listen to recommendations of people involved in the incident or accident about what is required to prevent such incidents or accidents in the future.
- Analyse results of investigation and document recommended courses of action for evaluation by the DIRECTOR.
- Once action is approved, communicates outcomes and planned actions.