

POLICY 2



Access and Equity / Learner Satisfaction

DATE LAST REVIEWED:	May 2018
DATE OF THIS REVIEW:	29 August 2018
REVIEWED BY:	Tom Floyd
APPROVED BY:	Peggy Millios, Peter Millios
RELEVANT STANDARDS FOR RTOS:	1.5, 1.6, 5.1, 5.2, 6.1, 6.2 VETE Act/Regulation
POSITION DESCRIPTION(S):	Principal Educators Compliance Officer Student Service Officer
REFERENCE MATERIAL:	Standards for Registered Training Organisations (RTOs) 2015 Australian Qualification Framework - Jan 2013, 2nd Edition

SCOPE / PURPOSE:

To ensure all Paraskevi International Centre of Hairdressing Excellence (“Paraskevi”) learners’ needs are established and addressed, and that the Centre strives to continuously improve both the training and operational services being delivered, and adheres to the principles of access and equity at all times.

Complaints and Appeals will be managed in a punctual and efficient manner, in order to maintain a high level of customer satisfaction and compliance with ASQA Standards for Continuing Registration. This is to occur in accordance with the respective Policy documents.

This policy will apply to all services provided by Paraskevi.

POLICY DETAILS:

1. Paraskevi will utilise a range of survey tools to gather information on stakeholder and learner satisfaction against the services provided. These may include, but not be limited to:
 - a) Written questionnaires
 - b) Staff meetings
 - c) Telephone and face-to-face interviews
2. Stakeholders and learners will include:
 - a) Students / parents
 - b) Employers / salons
 - c) Employees
 - d) Government regulatory authorities
3. Data collected via the surveys will be analysed and the outcomes recorded for further action if required. Informal feedback will be recorded in the ‘Continuous Improvement Register’.
4. Policies and procedures will be regularly reviewed, based on stakeholder and learner feedback, and amended where necessary.

5. Students wishing to enrol with Paraskevi will be provided with all the necessary course information prior to enrolment. Including:

- a) Paraskevi facilities, equipment and learning resources
- b) Course content, qualification at completion, duration, teaching methods, and details of any arrangements with other providers for recognition or completion of the course
- c) Course fees, refund policy and other tuition expenses
- d) Minimum level of English language proficiency, educational qualifications and work experience required for acceptance into a course
- e) Admission procedures, credit transfers and recognition of prior learning (RPL) policies
- f) Complaints and Appeals procedures.

7. Paraskevi staff will be informed of the access and equity principles at induction, and the Principal will ensure that access and equity principles are applied by all of its trainers and assessors as per the Code of Practice.

8. Students will be informed of Paraskevi's approach to access and equity during the initial interview and the Student Handbook.

9. All training and assessment will be conducted in a manner which is consistent with the principles of access and equity, and any cases of discrimination or harassment that may emerge will be handled as per Paraskevi's 'Complaints and/or Appeals' procedure. Reasonable adjustment will be applied to assessments wherever it is deemed necessary to cater to individuals' learning styles, abilities or disabilities.

10. All students will undergo a 'Pre-Training Assessment' to ensure a student's level of language, literacy and numeracy is at the level required to enable successful completion of the course, and to identify any areas where additional support may be required.

11. Assistance will be provided to students to overcome any learning difficulties, and outcomes will be communicated in writing to the student. If the student is not satisfied with the outcome, they may bring their concerns to the Educators for further review or formally commence an Appeals process.

12. In the event that either an Educator or student feels that the student is experiencing difficulties in understanding/ accessing the course material, a meeting should be convened between the student and Educator to assess the support services and allowable adjustments required.

13. Educators will monitor students' progress by conducting regular reports against the training plan dates and if the student is not progressing as per the delivery sequence, the Educator should counsel the student and establish if all their learning needs are being met.

14. If the Educator cannot resolve the problem, they should convene a meeting with the Principal to ensure that the student is aware of the sequence of learning and progression requirements as outlined in the training plan. After this counselling session, a new training plan may be developed to support the student throughout the duration of their study. Intervention strategies will be assessed on case by case basis.

15. All parties will have a clear understanding of the steps involved in the 'Complaints and Appeals' procedure, which will be published in the Student Handbook and available on the Paraskevi International portal.