

Australian Ski Patrol Association (ASPA)



Postal Address: PO Box 8276, Armadale, VIC 3143

Email: secretary@skipatrol.org.au

Website: <https://www.skipatrol.org.au>

Learner Information & Orientation Guide

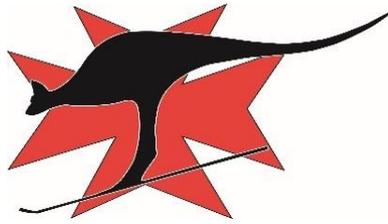
The Learner Information & Orientation Guide, otherwise known as the Staff/Learner Handbook is also available as a set of webpages at www.skipatrol.org.au.

Note: Where a discrepancy exists between a paper copy of this manual and the ASPA Training website, the web site is to be considered authoritative.

Contents

Contents	2
Welcome to the Course	4
Introduction	5
Services	5
Training and Assessment	8
Principles of Training and Assessment	8
Assessment Process	8
Validation of Assessment Material	9
Courses overview	10
Qualifications	10
Competent	10
Not Yet Competent	11
Statement of Attainment	11
Induction	13
Educational Standards	13
Evaluation of Training	13
Expectations of Learners	14
Attendance of training sessions and pre course work requirements	14
Change in Situation	14
Completion of Learning Requirements	14
Competency Based Training and Assessment	14
Legislative Requirements	15
Complying with Legislation	15
State Legislation	16
Work, Health and Safety (WHS) Policy	17
Harassment and Discrimination Policy	18
Working with Persons Under 18 Years of Age	20
Consumer Rights	21
Privacy Principles	21
Access & Equity	22
Assessment Appeals Policy	22
Learner Concerns, Complaints and Appeals Policy	22
Complaints and Appeals Policy	22
Procedures	23
National Complaints Hotline	25
Course Fees Policy	25
Entitlements to Refund	25
Fees Protection	26
Privacy Policy	26
Plagiarism	27

Personal Presentation.....	27
Code of Conduct.....	27
Learner Behaviour.....	27
Study Skills.....	28
Welfare and Counselling Services.....	28
Language, Literacy and Numeracy Issues.....	28
English as a Second Language.....	29
Recognition of Prior Learning (RPL).....	29
Unique Learner Identification (USI).....	30
Reporting Obligations.....	31
Appendix: Glossary.....	32



Welcome to the Course

Thank you for selecting the Australian Ski Patrol Association (ASPA) to further your educational and training pursuits.

We aim to provide a quality learning experience, which meets the needs of all learners.

To assist you with your learning we have developed this Learner Information & Orientation Guide. Please take the time to read it carefully, and should you require further information contact our staff.

Our team is committed to maintaining our high standards for training. We are proud of the qualifications we issue and continue to be recognised as a quality Registered Training Organisation.

We trust that you will find your learning with ASPA a rewarding experience. We look forward to your productive feedback to ensure that our products and services meet your expectations.

I wish you a very rewarding training experience with the Australian Ski Patrol Association.

Regards,

Peter Mowbray
CEO
Australian Ski Patrol Association (ASPA)
RTO ID # 91180

Introduction

The Australian Ski Patrol Association (ASPA) is an organisation that represents Ski Patrols in Australia. ASPA was formed to provide support for the Ski Patrol community by promoting awareness of the need for high standards of safety in Australian Alpine Areas. It achieves this goal through Snow safe.

Establishing and maintain uniform standards;

- The operation of its Registered Training Organisation. This RTO is a light house organisation through its positive use of electronic leaning techniques and its quality face to face learning environment.
- The sharing of ideas on the international stage through Federation of International Ski Patrols.
- Supporting Patrols to invest in technology and resources used in the rescue and treatment of injured visitors to Alpine Areas.

ASPA is managed and operated by dedicated volunteers. It appreciates the support of the Federal Government, Patagonia and the Volunteer Rescue Association.

Alpine rescue is the major area of our operations. Our courses address industry and regional skills needs though the training and personal development of people involved in sports and recreation in alpine areas.

Programs are planned and executed in conjunction with both Industry and Government initiatives to achieve the highest possible outcomes in terms of learner skills and employment opportunities.

Context

Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the **Standards for Registered Training Organisations (RTOs) 2015 (Standards)** to ensure nationally approved quality standards for training are met. The focus of these standards is the demonstration of preparedness of registered training organisations to deliver quality training and assessment services and focus on continuous improvement.

Services

All programs offered by the Australian Ski Patrol Association (ASPA) realigned to the HLT Health Training Package and the PUA Public Safety Training Package for quality assurance and best practice.

Currently ASPA offers learners accredited training in the following:

Units of competency:

- HLTAID009 **Provide Cardiopulmonary Resuscitation**
- HLTAID011 **Provide First Aid**
- HLTAID013 **Provide First Aid in remote or isolated site**
- HLTAID014 **Provide Advanced First Aid**
- PUAEME003 **Administer Oxygen in an Emergency Situation**
- PUAEME005 **Provide Pain Management**

The Australian Ski Patrol Association (ASPA) recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed or contracted by ASPA have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. ASPA strictly adheres to the Standards to continue delivering training services of the highest quality to their clients.

Website: <https://www.skipatrol.org.au/>

<https://training.gov.au/Organisation/Det The Australian Ski Patrol Association /91180>

The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture within the Australian Ski Patrol Association (ASPA) to capitalise on these opportunities for improved practice. ASPA supplies feedback forms to all learners at the end of each program, as participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training and ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, learner suggestions, complaints and appeals, validation sessions and audit reports.

As a learner with the Australian Ski Patrol Association, your feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, learners are encouraged to give feedback throughout their enrolment.

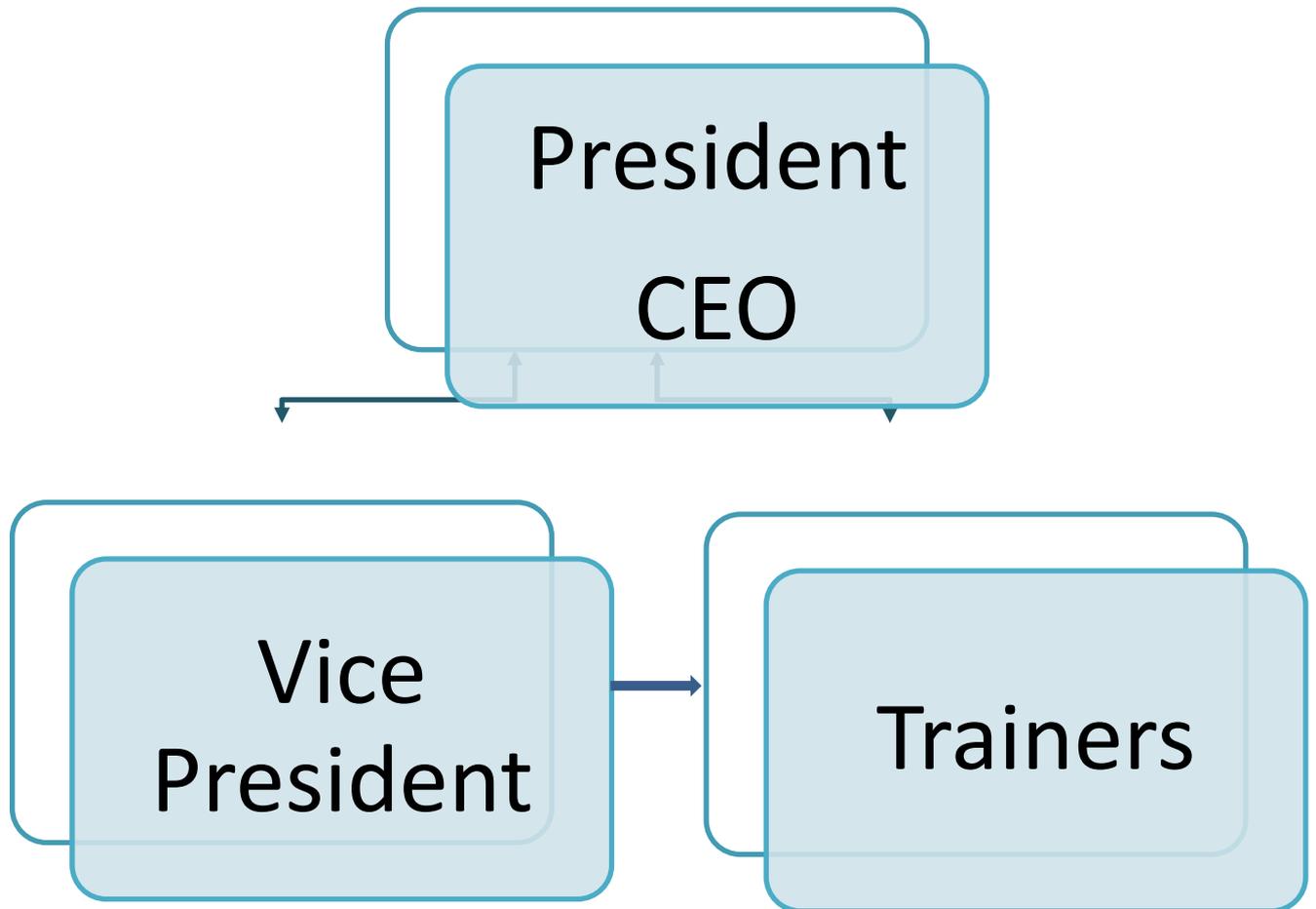
To encourage and achieve continuous improvement based on the collection of the above-mentioned data. ASPA has developed a best practice record and register which will include a written record of all improvement strategies and reviews.

Course Goals and Outcomes

The Australian Ski Patrol Association delivers a framework that enables your skills to be measured against nationally accredited standards. This means that you will be entitled to the award of a Statement of Attainment or Qualification upon successful completion of the course.

The course is therefore designed with specific content and goals. The content is grouped together as “units of competency”. Each unit of competency has specific goals against which we must measure your achievement; these are sometimes called the “performance criteria”.

Organisational Structure



This organisational chart illustrates the two-way lines of communication between the CEO, management and trainers which ensures the decision making of senior management is informed by the experiences of its trainers and assessors.

Training and Assessment

The Australian Ski Patrol Association (ASPA) is committed to delivering high quality training and assessment services that exceed the expectations of their learners. To ensure this, we have implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure defines the methods of data collection and analysis. In order to provide high quality outcomes to their clients and learners, ASPA ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.

Principles of Training and Assessment

Training and assessment strategies developed by the Australian Ski Patrol Association (ASPA) adheres to the following principles:

- Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed
- All training programs require the development of a training and assessment strategy for full and partial completion of a qualification
- Each training and assessment strategy are developed in consultation with industry representatives, trainers, assessors, and key stakeholders
- Training and assessment strategies reflect the requirements of the relevant training package and identify target groups
- Training and assessment strategies are validated annually through the internal review procedures

Quality training and assessment principles

ASPA applies the *Principles of Assessment and the Rules of Evidence*.

Assessment Process

Assessment is a process used to determine whether learners can demonstrate competency (ability) against a pre-determined set of measures (assessment methods). It is a process of collecting and validating evidence, which must be recorded by assessors to prove learner competence. The learner must be made aware of how assessment will be completed; learner resources explain what is to be assessed briefly. The trainer will use the performance criteria from training package and activities to ensure assessment is firmly related to the unit of study.

Rules of Evidence

There are four key principles of assessment that we use. It should be:

- Valid
- Sufficient
- Authentic
- Current

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the learner's own work.

Current

In assessment, currency relates to the age of the evidence presented by a learner to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

At the end of each Unit or Module in the course, the learner/learner will be asked to demonstrate that the course content has been learnt and applied. This is called "demonstrating your competency".

There will be several Assessment Tasks for each Unit. Each assessment task measures the required aspects of that unit.

Assessors will utilise one or a combination of assessment methods depending on the needs of the learner and the requirements of the course.

These included:

- Review the portfolio of Evidence including Relevant Formal Qualifications
- Interviews
- Skills/Challenge testing
- Written/Oral tests
- Observation
- Demonstration

Validation of Assessment Material

The ***Standards for Registered Training Organisations (RTOs) 2015*** require that we:

- Validate each assessment tool least once every five years, with at least 50% of assessments on our scope of registration validated within the first three years of each five-year cycle
- priority for assessment validation will take into account the relative risks of all of the units of competency on our scope of registration

The Australian Ski Patrol Association (ASPA) has determined that annual validation of the assessment tools is applicable due to the nature of ASPA scope of registration and the speed of which best practice changes to the First Aid industry occur. This annual assessment validation will occur at the conclusion of the ski season and is undertaken by the Education Committee.

The Education Committee will conduct assessment validation with the help of an outside consultant/contractor who was not engaged in the delivery and evaluation of the assessment instruments to be validated.

Courses overview

What courses can I study with The Australian Ski Patrol Association (ASPA)?

The Australian Ski Patrol Association (ASPA) strictly adheres to Standards with all programs aligned to the qualifications contained in the HLT Health Training Package and the PUA Public Safety Training Package, always ensuring best practice in service and delivery.

Currently ASPA offers learners accredited training in the below table. Details about each course can be accessed through the below link:

<https://www.skipatrol.org.au/training-overview/course-overview/>

What qualification will I receive?

Upon successful completion of your course with ASPA you will be eligible to receive the following award.

Course	Certification
<p>Units of competency:</p> <ul style="list-style-type: none"> HLTAID009 Provide Cardiopulmonary Resuscitation HLTAID011 Provide First Aid PUAEME005 Provide Pain Management 	Statement of Attainment
<p>Skill Set -Provide Advanced Emergency Care (AEC)</p> <ul style="list-style-type: none"> HLTAID009 Provide Cardiopulmonary Resuscitation HLTAID011 Provide First Aid HLTAID013 Provide First Aid in remote or isolated site HLTAID014 Provide Advanced First Aid PUAEME005 Provide Pain Management 	Statement of Attainment

Qualifications

All learners participating in training with the Australian Ski Patrol Association (ASPA) shall be issued with either a

- Statement of Attainment, or
- Statement of Attendance/Completion

The following results are used to record unit outcomes on the above documents.

Competent

The learner has demonstrated competency in all outcomes for that unit.

Not Yet Competent

The learner has been assessed and has not yet demonstrated competency in all the learning outcomes for an individual unit.

Statement of Attainment

A Statement of Attainment is issued where candidates have completed a unit of competency

The code and title of all units successfully completed by the Learner are listed on the Statement of Attainment.

The Statement of Attainment will be available for download via the learner's log in within 30 working days of completion of the face-to-face course.

It is important that we have your current contact details so that your training are valid.

Statement of Attendance/Completion

This is a Statement of Attendance where learners may have attended (part) of a program but not achieved competency, or where specialist training is undertaken that is not aligned to Units of competency contained on ASPA scope of registration.

The Australian Ski Patrol Association (ASPA) recognises the AQF qualifications and Statements of Attainments issued by other Registered Training Organisations.

Learner services and support

Client Focus

The Australian Ski Patrol Association (ASPA) is committed to delivering high quality services that support learners throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for learners. ASPA will ensure learners are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Learners who undertake training with ASPA receive every opportunity to successfully complete their chosen training program. ASPA provide learners with the below course information prior to commencement of services:

- Course or program contract
- Course or program length
- Course or program content
- Opportunities for Recognition of Prior Learning (RPL)
- Fees (where appropriate)
- Refund policy
- Location of Training
- Pre-requisites for entry into the program
- Assessment methods
- Qualification to be issued upon successful completion
- The learner's obligations including any requirements that ASPA requires the learner to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course
- Any materials and equipment that the learner must provide, the educational and support services available to the learner

Learner advice

The Australian Ski Patrol Association (ASPA) delivers specialised training and assessment services¹. As such, it is vital that all learners are informed of and understand the extent of the training course that they are enrolling in. ASPA has in place a process and mechanism to provide all clients information about the training, assessment, and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

In summary, ASPA provides:

- Training programs and services that promote inclusion and are free from discrimination
- Support services, training, assessment and training materials to meet the needs of a variety of individual learners
- Consideration of each individual's needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment
- Opportunity for consultation between staff and learners so that all aspects of individual circumstances can be taken into consideration when planning training programs
- Consideration of the views of learners' community, government agencies and organisations, and industry when planning training programs
- Access to information and course materials in a readily available, easily understood format

While **ASPA** guarantees that all learners will receive the full training services paid for, it does not guarantee a learner will successfully complete the course in which they are enrolled or that the learner will obtain a particular employment outcome outside the control of ASPA.

Learner Selection and Enrolment Procedure

Learner selection

Enrolment and admission into some of the Australian Ski Patrol Association (ASPA) training programs are subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment. In the case that a potential learner does not meet the prerequisite conditions and/or entry requirements, ASPA staff will endeavour to assist them in understanding their options regarding meeting the standards. Any questions regarding these arrangements can be addressed by trainers or ASPA management.

Enrolment

The enrolment procedure commences when a learner contacts ASPA expressing interest in a training program(s). All learners are required to enrol online. Enrolments close 7 days prior to the face-to-face course commencing. The information in the enrolment form will be used to assess learner eligibility as well as providing key information for our records.

¹ Services include:

- (a) Pre-enrolment materials;
- (b) Study support and study skills programs;
- (c) Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- (d) Equipment, resources and/or programs to increase access for students with disabilities;
- (e) Learning resource centres;
- (f) Mediation services or referrals to these services;
- (g) Flexible scheduling and delivery of training and assessment;
- (h) Counselling services or referrals to these services;
- (i) Information technology (IT) support;
- (j) Learning materials in alternative formats, for example, in large print; and
- (k) Learning and assessment programs customised to the workplace.

Induction

On successful completion of the enrolment process, all learners will undergo an induction program which will cover:

- a familiarisation with the program requirements, and where appropriate,
- Confirmation of the units of competency in the course and qualification to be issued
- How training will be conducted and the method, format, and purpose of assessment
- Overview of the support services offered by ASPA, especially for those learners who might require additional language, literacy, or numeracy support
- Explanation of the Appeals and Complaints procedures

Inductions may be completed as part of a group or on a one-to-one basis. If you do not receive a course induction, please contact your coordinator.

Educational Standards

The Australian Ski Patrol Association (ASPA) management will ensure that adequate learning resources are available, and that the environment supports productive learning:

- The RTO will provide an environment that is conducive to an effective learning process.
- All training program content will be delivered with a professional and positive attitude.
- ASPA's staff members must meet strict qualification requirements before they are to conduct and validate assessments. All trainers and assessors are assessed on their experience, competence, and person suitability before employment. The minimum qualifications required are as follows:
 - ✓ TAE40116 Certificate IV in Training and Assessment plus
 - ✓ Three years relevant industry experience within the last five
 - ✓ Any occupational training requirements as stated within course curriculum and/or training packages
 - ✓ Industry experience, which is current and relevant
- The learner and trainer will work together to identify specific needs.
- The learning process will include training components and personal guidance that address identified needs and enable learners to achieve vocational goals.
- Our adherence to these standards, including the **Standards for Registered Training Organisations (RTOs) 2015** shall be ensured by the annual self-assessment undertaken by an experienced and suitably qualified RTO consultant.
- The outcome of this self-assessment will be a detailed audit report which shall document any areas of non-compliance and the rectifications processes that need to be undertaken to achieve competency.
- Course durations will be of sufficient duration to ensure that we provide our learners with sufficient time and opportunity before assessment to learn the required knowledge and skills and practice these until competency has been attained. This duration will be influenced by:
 - The intended volume of learning
 - The nominal hours of the units of competency
 - The existing skills and knowledge of the learners
 - The demonstrated experience of prior learners, trainers/assessors and industry expectations and experience.

Evaluation of Training

All learners are requested to complete a written evaluation on completion of the training. These evaluations are used only by The Australian Ski Patrol Association (ASPA) to monitor your feedback with the Training and to identify opportunities for improvement. Your participation in this activity is very important and highly valued by our team at ASPA.

We are required by the federal RTO regulator to summarise the feedback we receive from our learners and report this annually.

Our summarised reports do not contain individual responses and thus your privacy is maintained

Expectations of Learners

All learners must tick the box on the Statement of Understanding when enrolling to indicate that you understand and agree with these conditions.

Attendance of training sessions and pre course work requirements

Learners are advised of attendance requirements in their confirmation email.

Learners are again reminded that a current ***HLTAID003 or HLTAID011 Provide first aid*** statement of attainment is a pre-requisite for our training programmes, (with the exception of those undertaking an annual ***HLTAID001 or HLTAID009 Provide cardiopulmonary resuscitation refresher***).

Learner must complete online pre course work prior to the face-to-face components. Learners are expected to attend all the face-to-face training.

A learner will not be allowed to attend the face-to-face component if the pre course work has not completed.

If you are unable to attend training/workshop, you must contact your Course Director and try to give at least 48 hours' notice.

Change in Situation

Learners must advise the Australian Ski Patrol Association (ASPA) of any changes in their personal details to ASPA by contacting support@skipatrol.org.au

Completion of Learning Requirements

Learners are required to participate in all training activities and carry out any tasks that may be asked by their trainer to the best of their ability. All pre course work, learner checklists and competencies must be completed.

Competency Based Training and Assessment

All programs delivered by the Australian Ski Patrol Association (ASPA) are assessed under the Principles of Competency Based Training. This means that all courses are built from Units of Competency.

Learners are advised of the Units of Competency required to complete a course or program before commencement.

The aim of Competency Based Training is to assess the learner's ability to complete all required assessments activities to an industry acceptable standard in order to be deemed "Competent" in that unit. This contrasts other assessment methods where commonly learners are required to sit an examination that has a specific "pass mark". Your Trainer/Assessor will assess your (ability) competency in each unit. Competencies are normally expressed in terms of a unit of competence.

Competencies include the skills and tasks that are required on the ski slope. When you are being assessed on these activities, you will be required to perform them to the level required of the unit of competency and of ASPA.

All assessment results are recorded. Learners will be notified of results in each assessment and have access to their assessments records through the Trainer/Assessor.

Final results are downloaded via your learner portal. Log in, click on my achievements, complete the questionnaire and your statement of attainment is there to download and print.

These statements of attainment must be uploaded to the learner portal within 30 calendar days of the learner being assessed as competent, for ASPA to be compliant to the **Standards for Registered Training Organisations (RTOs) 2015**.

Legislative Requirements

Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. The Australian Ski Patrol Association will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended scope of registration.

The Australian Ski Patrol Association will also inform all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training and recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Complying with Legislation

Staff will be advised at induction and kept up to date with changes to legislation through monthly management meetings and written correspondence. Policies and procedures and associated tools and templates will be updated to reflect updates to legislation as soon practical following advice. Any training that is required will be organised in a professional and timely manner.

All staff are encouraged to view current legislation online at: <http://austlii.edu.au>

Examples of legislation relevant to the training business and its staff includes but is not limited to:

Commonwealth legislation:

- Copyright Act 1968
- Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- Commonwealth Sex Discrimination Act 1984
- Sex Discrimination Amendment Act 1991
- Commonwealth Racial Discrimination Act 1975
- Racial Discrimination Amendment Act 1980
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
 - Standards for VET Regulators 2015
 - Standards for Registered Training Organisations 2015

Victorian legislation:

- Commission for Children and Young People Act 2012
- Disability Act 2006
- Equal Opportunity Act 2010

- Australian Consumer Law 2011
- Education and Training Reform Amendment (Skills) Act 2010
- Privacy and Data Protection Act 2014
- Occupational Health and Safety Act 2004

Training authorities / regulators:

- National VET Regulator (NVR)
- Department of Education
- Department of Employment
- Australian Skills Quality Authority (ASQA)
- Council of Australian Governments Industry and Skills Council (COAGISC)

State Legislation

New South Wales

Learners living in New South Wales. Current legislation is available online at <http://www.legislation.nsw.gov.au> and includes:

- NSW Anti-discrimination Act (1977)
- Workers Compensation Regulation 2003
- Work space Injury Management and Workers Compensation Regulation 2002
- Affirmative Action (Equal Employment Opportunity for Women) Act (1986)
- WorkCover Legislation Amendment Act (1996 No. 120)
- Copyright Act, 1879. 42 Vic No 20 (modified 2006)
- NSW Commission for Children and Young People Act 1998.

Victoria

Learners live in Victoria. Current legislation is available online at: <http://www.legislation.vic.gov.au>

includes:

- Education and Training Reform Amendment (Skills) Act 2010
- Victorian Qualifications Authority (Amendment) Bill 2003
- Victorian Qualifications Authority Act 2000
- Education and Training Reform Act 2006
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Working With Children Act 2005
- Working with Children Amendment Act 2010

Tasmania

Learners live in Tasmania. Current legislation is available online at:

<http://www.legislation.tas.gov.au>

includes:

- Anti-Discrimination Act 1998
- Occupational Health and Safety Act 1995

Australian Capital Territory (ACT)

Learners living in the ACT, current legislation is available online at:

<http://www.legislation.act.gov.au>

includes:

- Disability Services Act 1991
- Discrimination Act 1991
- Disability Services Amendment Bill 2012
- Fair Trading (Australian Consumer Law) Act 1992
- Care and Protection of Children Act 2007

Work, Health and Safety (WHS) Policy

The Work Health and Safety Act 2011 outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self employed persons
- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describes The Australian Ski Patrol Association (ASPA) duty of care to provide a safe and healthy working environment for all staff, and the staff member and learner's duty of care to take reasonable care for the health and safety of others within the learning and assessment areas. This includes the provision of:

- a place that is safe to work and learn in, with working procedures that are safe to use,
- adequate staff training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and Standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,

- Ensure all peoples safety at all times,
- Ensure procedures for operator safety are followed at all times when operating plant and equipment,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all staff and learners to see,
- Report any identified Occupational Health and Safety hazard to the appropriate staff member as required.

Harassment and Discrimination Policy

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and learners are treated fairly and have the opportunity to feel safe, valued and respected.

By definition, harassment includes any form of behaviour that is unwanted, unwelcome or unreciprocated by relevant persons. This may manifest as verbal or physical harassment but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience for the persons.

At the Australian Ski Patrol Association (ASPA) it is made known that in the event that a person considers that he or she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other ASPA staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff to follow ASPA policy and procedures to rectify the situation.

All learners and staff working with ASPA have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to its policy and procedures.

ASPA ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing of all forms of harassment and discrimination.

ASPA staff and learners should be aware of the following definitions:

Racial harassment

Involves a person or persons being threatened, abused, insulted or taunted in relation to their race, descent, nationality, colour, language, ethnic origin or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, exclusion, allocation of least favourable jobs or positions, or unfair treatment.

Sexual harassment

Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome, or uninvited. It may include but is not limited to; sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls or other forms of non-work-related communication, offensive noises, or displays of sexually graphic or suggestive material.

Bullying

Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion, or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.

Confidentiality

Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, learner assessments, managerial decisions and legal proceedings.

Discrimination

Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. All forms of victimisation are also treated as a type of discrimination.

Harassment

Involves any behaviour intended to disturb, offend, or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

Personnel

Refers to all employees and contractors of ASPA.

Victimisation

Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to; unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources.

Specific principles:

- It is the right of all staff and learners to work and study in an environment free of any form of harassment and discrimination
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful, and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by ASPA
- When ASPA management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it

- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained
- It is the intention of ASPA management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation
- Both the person making the complaint and the person against whom the complaint has been made will receive information, support and assistance in resolving the issue from ASPA management
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised
- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted
- Staff and learners should not make any frivolous or malicious complaints. All staff and learners are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution

Working with Persons Under 18 Years of Age

The Australian Ski Patrol Association (ASPA) does not enrol/accept Learners under 18 years of age.

ASPA will ensure that all learners are protected from all forms of harm, including bullying, harassment, discrimination, and intimidation. All staff are required to report to ASPA management any behaviour that can reasonably be considered harmful or potentially harmful to learners, or where it is reasonable to believe that a learner has been harmed or requires protection from harm.

In cases where allegations or information indicate it is reasonable to believe a learner has suffered from or may require protection from harm, ASPA will report to the Victorian Department of Human Services- <http://www.dhs.vic.gov.au/for-individuals/crisis-and-emergency/reporting-child-abuse>.

The initial information that a child protection officer will require is:

- The name, age and address of the child or young person
- The reasons you suspect the child or young person may have experienced or is at risk of experiencing harm
- The immediate risk to the child or young person
- Contact ASPA. You may remain anonymous; however, it is preferable to provide these to ASPA so that the officer can call you if further information is needed

If allegations may constitute child abuse by a person external ASPA. ASPA's - CEO will report the matter to the Police or the Department of Human Services.

ASPA will comply with all relevant State and Federal legislation in working with children.

ASPA management recommend that all staff obtain the appropriate Police check for child related employment. Information is available at: <http://afp.gov.au>

Consumer Rights

Privacy Principles

The Australian Ski Patrol Association (ASPA) takes the privacy of our learners very seriously and we will comply with all legislative requirements. This includes the Privacy Act and Australian Privacy Principles (2014)

In some cases, as required by law and as required by the NVR Standards we will need to make your information available to others. In all other cases we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that ASPA entities manage personal information in an open and transparent way.

Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves, or of using a pseudonym, when dealing with ASPA in relation to a particular matter.

Principle 3 – Collection of solicited Personal Information.

ASPA must not collect personal information (other than sensitive information) unless the information is reasonably necessary for ASPA business purposes.

Principle 4 – Dealing with unsolicited personal information. If ASPA receives personal information, ASPA must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.

Principle 5 – Notification of the collection of personal information. Requires ASPA to notify our clients, staff, and learners of any additional information that we collect about them, and further advise them of how we will deal with and manage this information.

Principle 6 – Use or disclosure of personal information. The information that ASPA holds on an individual that was collected for a particular purpose, ASPA must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As ASPA holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

Principle 8 – Cross Border disclosure of personal information. Where ASPA discloses personal information about an individual to an overseas recipient, ASPA must take such steps as are reasonable in the circumstances to ensure that the overseas recipient does not breach the Australian Privacy Principles.

Principle 9 – Adoption, use or disclosure of government related identifiers.

ASPA must not adopt a government related identifier of an individual as its own identifier of the individual except when using identification codes or numbers issued by either the State based regulators, or the department of Innovation with regard to the Unique Learner Identifier.

Principle 10 – Quality of personal information.

ASPAs must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that ASPA collects is accurate, up to date and complete.

Principle 11 – Security of personal information. As ASPA entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.

Principle 12 – Access to personal information. As ASPA holds personal information about an individual, ASPA must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As ASPA holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant or misleading; or the individual requests the entity to correct the information; ASPA must take such steps as are reasonable in the circumstances to correct that information.

Access & Equity

The Australian Ski Patrol Association (ASPAs) has a Code of Practice that includes an access and equity policy. This document is available on request. It is the responsibility of ASPAs's staff to ensure the requirements of the access and equity policies are met by the ASPAs at all times.

Practicing these policies will guarantee that any learner who meets ASPAs entry requirements will be accepted into any training programs. If any learner or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to ASPAs's management for consultation.

Assessment Appeals Policy

- All learners have the right to appeal assessment results.
- Appeals must be lodged in writing. If the learner wants to be re-assessed, they must submit it in writing.
- Learners will be informed of the Appeals Procedure for Assessments on the first day of the program and prior assessments.

Learner Concerns, Complaints and Appeals Policy

The Australian Ski Patrol Association (ASPAs) will act on each substantiated complaint. Learners should advise their trainer/assessor of any concerns that they may have regarding their progress throughout their Training Program. ASPAs has a process in place for managing learner grievance.

Complaints and Appeals Policy

ASPAs ensures that:

- All prospective course learners will be provided with a copy of the Complaints and Appeals Policy and Procedure document.
- All disputes or complaints will be handled professionally and confidentially in order to achieve a satisfactory resolution.
- All parties will have a clear understanding of the steps involved in the grievance procedure.

- Course learners will be provided with details and as efficiently as possible.
- All grievance appeals and outcomes will be documented in writing.
- The Australian Ski Patrol Association (ASPA) will attempt to resolve any complaints or concerns fairly and equitably within ten (10) working days.

Procedures

Learners and/or clients have the opportunity to present their own case. The Australian Ski Patrol Association (ASPA) will act on any complaint that is substantiated.

Course learners may raise any matters of concern relating to training delivery and assessment, the quality of the learning, course participant's amenities, discrimination, sexual harassment and other issues that may arise.

The policy provides an avenue for most complaints to be addressed. However, in some cases alternative measures need to be explored.

Course learners, who feel they may have been unfairly treated or have not been given the full training that they expected, may follow the procedures listed below.

For training related matters

- Discuss the matter with your Trainer. If not satisfied the course participant may then:
- Have the matter referred to the Course Director for consideration. The learner must send a letter to ASPA or email the Course Director via training@skipatrol.org.au.
- They must ensure that sufficient details about themselves and the course are provided, and the circumstances surrounding the grievance.
- The Course Director will discuss the circumstances with another trainer and contact the learner with the result within 10 working days of receipt of appeal.
- An opportunity to formally present his or her case and a written statement of the appeal outcome, including reasons for the decision will be documented and provided.
- Where a grievance cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to mediate between the parties. ASPA nominated personal will contract such a person as and when required. Details are covered in ASPA's Complaints appeals policy.

For assessment related matters

If you are advised that a Unit is 'Not Yet Competent', you may query or appeal that result if you believe that:

- You genuinely do have the required degree of competency; and
- You have provided reasonable proof of this to ASPA

The process is quite simple and is allowed by the Australian Ski Patrol Association (ASPA) to ensure that all learners are fully satisfied with the fairness and accuracy of ASPA's assessment processes.

To appeal a decision:

Discuss the matter with the trainer. If not satisfied the course participant may then:

- Have the matter referred to the ASPA Course Director and Education Committee for consideration.
- The learner must send a letter or email to the ASPA's Course Director.
- Ensure that you provide sufficient details about yourself and your course, and the circumstances.
- You will need to explain why you feel the 'Not Yet Competent' result is not appropriate and send a copy of your original Assessment Task.
- The Course Director will have the Assessment Task reviewed by another Trainer/ or independent assessor and contact you with the result within 14 working days of receipt of your appeal.
- An opportunity to formally present his or her case and a written statement of the appeal outcome, including reasons for the decision will be documented and provided.
- The learner is to email Course Director via vpeducation@skipatrol.org.au
- Where a complaint concern cannot be resolved through discussion and conciliation, ASPA acknowledges the need for an appropriate external and independent agent to mediate between the parties.
- ASPA will contract such a person as and when required. Details are covered in ASPA's Complaints, Concerns Appeals policy.
- A notice of complaint, concern should be completed and faxed to the Course Director, who will respond within 24 hours.

The Australian Ski Patrol Association (ASPA) will encourage the parties to approach a grievance with an open view and to attempt to resolve problems through discussion and conciliation. A Corrective Action Record will be raised and filed in the Quality Compliance Folder for future reference.

The matter may be resolved by:

- Granting the appeal, or
- Rejecting the appeal, or
- Referring the matter to an independent external assessor for resolution.
- A written statement of the appeal outcome including reasons for the decision will be documented and provided.

ASPA has identified suitable independent persons or panel members as being drawn from commercial mediators such as **Leadr** and **Intermediate**.

Leadr can be contacted via www.leadr.com.au, Intermediate can be contact via www.intermediate.com.au . Costs for the independent person or panel, will be borne by ASPA.

The CEO will negotiate the identification and engagement of the mutually agreed person or panel.

Delayed processes

In the unusual circumstance where the Australian Ski Patrol Association (ASPA) considers more than 60 calendar days are required to process and finalise the complaint or appeal, ASPA will inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required. In line with the importance that ASPA places on open and transparent processes and communication, the complainants or appellant will be regularly updated the on the progress of the matter.

If the student is still not satisfied with the resolution of the appeal after following and exhausting the appeals procedure, the student may contact ASQA and lodge a written complaint.

The form may be submitted by mail to:
Complaints Team
Australian Skills Quality Authority
PO BOX 9928
Sydney NSW 2001

Or via email to: complaints.team@asqa.gov.au

ASQA provides limited complaint resolution services. Before you submit a complaint to ASQA, please be aware that:

- ASQA takes a risk-assessment approach to complaints—ASQA’s resources are limited so they must focus on the most serious complaints.
- ASQA's role is not to act as a learner advocate for individual learners. Rather, ASQA uses the information reported through complaints to determine how it regulates training providers.
- ASQA has specific confidentiality obligations in relation to registered providers. ASQA respects both privacy and natural justice considerations in handling complaints. This means that complainants will be advised how their information was used in the regulatory process although in some instances the advice will not be detailed, and the process can be lengthy if audit activity is involved.
- For further information on privacy please read ASQA's Privacy Policy.

ASQA’s Domestic learner complaint reference page can be found at:

<http://www.asqa.gov.au/complaints/complaints.html>

National Complaints Hotline

Please be aware that the new revamped National Training Complaints Hotline has become available to learners and staff. It is an additional avenue to lodge complaints and concerns about the vocational education and training system. These complaints are directed to the organisation best placed to consider the complaint.

The Hotline is a joint initiative of the Australian and state and territory governments.

The Hotline is open between 8.00 am and 6.00 pm nationally, Monday to Friday.

If you would like to register a complaint, please call 13 38 73. Alternatively, you can email a complaint to skilling@education.gov.au.

Course Fees Policy

The Australian Ski Patrol Association (ASPA) will charge a fee per course enrolled. Enrolment fees must be paid at the time of enrolment. Learners registered with a ski patrol, are eligible for a reduced fee, this will be confirmed with the named patrol and validated by patrol leaders.

Entitlements to Refund

Refunds are available to learners who advise the Australian Ski Patrol Association (ASPA) of their request to withdraw from the course within 2 weeks of commencement of the course.

Enrolment can also be deferred to the following year if required.

After commencement of the program, no refund is possible; however, the course can be postponed to the following year.

Fees Protection

The Australian Ski Patrol Association (ASPA) meets the relevant Standards for Registered Training Organisations (RTOs) 2015 for learner fee protection.

Privacy Policy

The Australian Ski Patrol Association (ASPA) considers student privacy to be of utmost importance and will practice a high standard of care and concern in regard to maintaining student privacy in all aspects of business operations and Any persons external to the organisation acting on behalf of ASPA are made aware of the confidentiality procedures and privacy policies prior to commencing work with ASPA.

ASPA will ensure that it:

- respects the privacy of learners, prospective learners, and employers by implementing the National Privacy Principles.
- it operates consistently with the National Privacy Principles and only collects the personal information that is necessary for the conduct of our business, and that we will use that information in the manner for which it was intended.

Learners will have access to all information we hold on them, and we will store and use the information appropriately and limit access to only those who have a legal reason to have access to that information, or whom the learner has given permission.

Under the National Privacy Principles, you can access your personal information and you may request corrections of information that is incorrect or out of date. Learners who request access to their information will be given full access to the details they want. No cost will be charged for them accessing their information.

While you are undertaking your training program, there will be times when ASPA and/or its trainer/assessor, Administration Officer or Course Director may need to discuss your situation with others.

The Australian Ski Patrol Association (ASPA) is required to ask for your permission in writing should you require us to release your personal information, including assessment results, to a third party. (Please note some Federal Government Department, such as the Department of Innovation and the Australian Skills Quality Authority, do not require your permission. ASPA is obligated as an RTO to report training and assessment outcomes as part of our RTO obligations.

Should you require us to communicate your assessment results directly to your patrol you will need to sign an “Authority to Release Information” form.

Our software systems will retain your results for a period of not less than 30 years.

Plagiarism

Plagiarism is the action or practice of taking and using, as one's own thoughts or writings those of another without acknowledgement. The following practices constitute acts of plagiarism:

- Where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly from a source, are not enclosed in quotation marks and appropriately footnoted.
- Where direct quotations are not used but are paraphrased or summarized, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper.
- Where an idea that appears elsewhere in any form is used or developed without reference being made to the author or the source of that data.

Therefore, what does this mean?

Basically, you can use someone else's ideas, but you must acknowledge that person's words.

- The work submitted must be the learner's own work
- The learner must not seek assistance for their assessments from anyone other than ASPA qualified trainer.

Personal Presentation

Learners are required to wear appropriate clothing, safety equipment, personal protective equipment or appropriate industry attire as directed for any scheduled training session.

The face-to-face component is a practical course; No singlets, low cut tops, (male or female), short shorts or skirts or open footwear.

Code of Conduct

The Australian Ski Patrol Association makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of learners as a contribution to a functional learning environment, and as a sign of respect to staff and fellow learners.

Learner Behaviour

Consumption, or being under the influence, of alcohol or illicit substances during training hours or abusing a trainer or other work colleague is unacceptable and will result in your being asked to leave the premises. Continued abuse of this policy may result in your removal from the Training program. Learner's behaviour must not disrupt or threaten other learners or company personnel. Abusive behaviour, verbal or physical violence can result in instant withdrawal from a program.

The Australian Ski Patrol Association management advises any trainer or staff member who is dissatisfied with the behaviour or performance of a learner that they have the authority to:

- Warn the learner that their behaviour is unsuitable, or
- Ask a learner to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

Study Skills

Tips for Studying Effectively

- Make a weekly timetable that includes time for study, mark in deadline dates for any work that needs to be handed in for assessment e.g. assignments, projects.
- Keep up to date with class work by taking notes during session and reviewing work at home.
- Prioritise your study with your work and personal life; you may have to give something up to be able to meet your study commitments.
- Revise your work prior to the next training session.
- Do take regular breaks during study sessions.
- Study at the time of day that best suits you.
- Give yourself a reward (snack, cup of tea or coffee) when you have completed the study task for the session.
- Visualise about what you are reading.
- Develop notes as you read, noting any new terms.
- Relate what you are reading about to what you already know.
- Ensure that you have plenty of fresh air, as one of your brains main foods is oxygen

Welfare and Counselling Services

This handbook addresses:

- Access to Results
- Support Systems
- Orientation and Induction
- Library resources
- Loan Equipment
- Access and Equity
- Anti-Discrimination Policy, and

Learners are referred to the Policy Section of the website for specific advice.

The Australian Ski Patrol Association supports all of its learners to achieve their maximum potential. To assist in this, most teaching materials are available on-line or in electronic form by contacting the Vice President Education. As well as these resources, trained peer counsellors are available to discuss any with issues that are of concern to a learner. Each resort also has dedicated, and trained peer support contacts should vocational issues arise from the type of work done by graduates.

Language, Literacy and Numeracy Issues

Literacy

Learners requiring any assistance or support with language, literacy or numeracy should speak confidentially with their Trainer.

Where consistent with course requirements learners with concerns about having insufficient language, literacy and/or numeracy skills to complete the course may be provided with adjusted course materials and assessment strategies that assist them in meeting qualification requirements through other methods.

Generally, if you are able to complete the Enrolment Form for the course you should have sufficient literacy levels in reading and writing to successfully complete the course.

Numeracy

Where courses require a specific level of numeracy, the Australian Ski Patrol Association will include a self-assessment section to enable learners who enrol or are planning to enrol to determine if they have sufficient numeracy levels to successfully complete a course. Where consistent with course requirements learners with concerns about having insufficient numeracy skills to complete the course will be provided with adjusted course materials and assessment strategies that assist them in meeting qualification requirements through other methods.

Generally, if you are able to complete the Enrolment Form for the course you should have sufficient numeracy skills to successfully complete the course.

English as a Second Language

Generally, a guide to the level of English language skills required to complete the course is your ability to read aloud the details on the Enrolment Form. If you are able to complete this process, then you should have sufficient language skills to successfully complete the course.

Learners with identified ESL needs, or personal concerns can be given access to specialist support services to enable them to improve their English standards.

These could include a reference to a TAFE or Adult Migrant English Service in an area appropriate to their home or workplace.

Where consistent with course requirements learners with insufficient English skills to complete the course will be provided may adjusted course materials and assessment strategies that assist them in meeting qualification requirements through other methods.

Please note however, that our professionals' standards will require that learners must meet their obligations to provide reports on incidents and be able to communicate with the relevant people to gain consent and to explain intended procedures.

Learners who cannot communicate details of incidents or communicate sufficiently to gain and receive consent will not be able to meet the required standards of the training programs and the course.

Information regarding ways to improve literacy and numeracy can be obtained from <http://www.readingwritinghotline.edu.au/>

Recognition of Prior Learning (RPL)

All learners will be given the opportunity to apply for Recognition of Prior Learning (RPL) for industry skills or life skills, or where credit or credit transfer may apply.

Recognition of Prior Learning (RPL) acknowledges the full range of an individual's skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal study, work experience, employment and other life experiences.

Learners wishing to apply for RPL need to complete their registration online. The RPL process applies only for the practical component, the online theory component needs to be completed.

If you wish to apply for Recognition of either your past qualifications or experience you would need to do so within two weeks of enrolment.

The application form for RPL is available on request, via training@skipatrol.org.au

The CEO RTO will review the paperwork and decide whether your application is warranted or not.

All assessments for RPL must take into consideration the rules of evidence, i.e. that the evidence is valid, sufficient, authentic and current.

Your facilitator must have the required evidence at hand to make an RPL decision. Therefore, completion of this questionnaire/third-party report in itself does not result in an automatic RPL decision.

The steps for RPL

- Learner requests recognition at enrolment
- Completion of Third-party report –Assessment instrument for practical skills
- Learner collects evidence to support claim for RPL, which must be submitted to RTO within two weeks. An application form should be completed, scanned and forwarded, with any supporting evidence, to the training@skipatrol.org.au
- The Australian Ski Patrol Association will then analyse individual experience and qualifications against appropriate learning outcomes/competency statements, the CEO RTO, the Course Director and Trainer/assessor will complete this process
- If claim matches learning outcomes/competencies, full practical recognition is granted
- If claim does not match learning outcomes/competencies, further evidence will be requested. Additional course attendance, interviews or activities may need to take place.
- If further evidence is not recognised then claim will be rejected, a letter of advice will be forwarded to applicant advising of decision either way
- The appeals process is listed on the application form
 - Completed RPL Application Form with attachments will be placed on the learner/learner's file
 - Details of the Application will be recorded on the RPL Register.

Unique Learner Identification (USI)

The [Unique Learner Identifier \(USI\)](#) scheme, enabled by the Learner Identifiers Act 2014, allows learners to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. The online system provides each learner with a USI.

When reporting data about the training, each record of nationally recognised training that is provided to the national centre for vocational education research (NCVER) national VET provider collection will have a USI attached. This USI will be able to be used to draw down on this data collection in real time. This means that, in the future, learners will be able to draw down a record of their VET achievements from one place. They can view this online, or they can use the data to develop a transcript that they can attach to a job application, for example.

- a) As an RTO, we will not be applying for an USI on behalf of a Learner. Learners will be required to create their own USI and provide it to the Australian Ski Patrol Association Ski Patrol for verification. Once verified the USI will only be visible to ASPA administration team.

- b) The Australian Ski Patrol Association will not disclose the Learner Identifier to individuals who are not part of ASPA administration team
- c) Learners enquiring to access their USI from ASPA will be directed to the www.usi.gov.au website
- d) Learner Identifier will not be printed or displayed on Statement of Attainments or Qualifications.
- d) I acknowledge that in circumstance where I have not provided and verified my USI via the Australian Ski Patrol Association learner management system, ASPA will not be able to issue me with a Statement of attainment, and thus deem my training as completed.

Exemptions from the USI

<http://usi.gov.au/Pages/exemptions.aspx>

The Industry and Skills Council of Ministers has determined a range of exemptions from the Unique Learner Identifier (USI) scheme and a consequential amendment to the National VET Provider Collection Data Requirements Policy. Where an exemption applies, training organisations will be able to issue VET qualifications or statements of attainment to learners who do not have a USI and will not be required to include a USI in respect of those learners in any submission of AVETMISS compliant data to the National VET Provider Collection.

Exemptions for training organisations

Training organisations exempted by their Regulator from the need to collect and submit AVETMISS compliant data on nationally recognised training activities on the grounds that submission of such data would conflict with defence or national security legislation and/or could jeopardise the security or safety of defence, border protection, customs, national security or police personnel will continue to be exempted from the submission of AVETMISS compliant data and will not be required to participate in the USI scheme.

Training organisations exempted by their Regulator from the need to collect and submit AVETMISS compliant data on nationally recognised training activities on the grounds that doing so would adversely affect their ability to continue to deliver vital community services to the Australian community are exempted as follows:

Where such exemptions exist, ASPA will inform learners in writing prior to either the completion of enrolment or commencement of training and assessment, whichever comes first, that their assessment results will not appear on their authenticated VET transcript or be available to them via the USI System. ASPA will also retain evidence that they informed the learner of this exemption in the learner management system.

Reporting Obligations

The Australian Ski Patrol Association (ASPA) is obligated by the RTO 2015 standards to provide information about substantial changes to ASPA's operations or any event that would significantly affect our ability to comply with these standards within 90 calendar days of the change occurring to ASQA.

Appendix: Glossary

A

AQF	Australian Qualification Framework
AQTF	The Australian Quality Training Framework
ASQA	Australian Skill Quality Authority
ASPA	Australian Ski Patrol Association
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard

C

CEO	Chief Executive Officer
-----	-------------------------

G

GST	Goods, Services Tax
-----	---------------------

I

ISC	Industry Skills Council
-----	-------------------------

N

NCVER	National Centre for Vocational Education Research
-------	---

R

RTO	Registered Training Organisation
-----	----------------------------------

S

Standards	Standards for Registered Training Organisations (RTOs) 2015
-----------	---

T

TAE	Training and Education
-----	------------------------

U

USI	Unique Student Identifier
-----	---------------------------

V

VET	Vocational Education and Training
-----	-----------------------------------

W

WHS	Work Health and Safety
-----	------------------------