

Welcome!

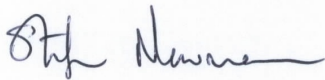
Thank you for choosing Flexible Business Learning (FBL) to help you achieve your professional goals.

The decision to further your professional development is an important one. You may be looking to update or upgrade your current skills, or you may be embarking on a new career. No matter what your motivation is, our team is dedicated to making your learning experience flexible and enjoyable.

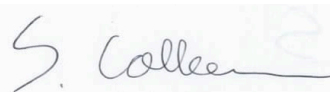
We have developed this Student Handbook to provide you with a guide to learning with our company. It includes information on our role and responsibilities, on your role and responsibilities, how to communicate with us, and the information you will need to ensure the consistency and quality of your experience. We aim to provide you with the best resources, Learning Coaches and support services to ensure your learning experience meets all of your expectations.

To help us provide a premium service, we ask that you take the time to read the information provided in this handbook before enrolling with us. Your Enrolment Form is a contractual agreement with FBL to provide the services you identify on the form and outlined in this Student Handbook. By signing the Enrolment Form you are declaring that you have read this handbook and understand your role and responsibilities as a student with FBL.

On behalf of our team, I welcome you to our learning environment and I hope that your experience with us is rewarding.



Stephen Newman
Managing Director



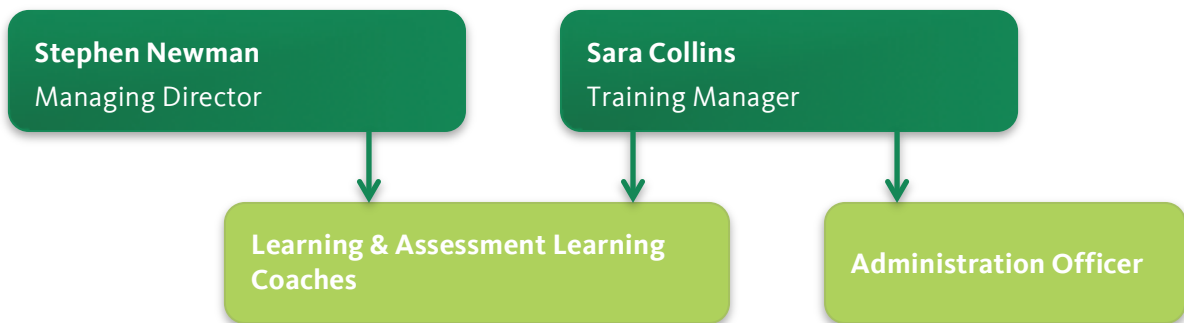
Sara Collins
Training Manager

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A bit about us ...

Who we are



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Singleton NSW 2330
Australia

Our mission

Our company is dedicated to delivering high quality, flexible learning solutions for businesses. We believe in providing each individual with the skills and knowledge to succeed in today's competitive and continuously changing business environment.

Our courses focus on the goals and aspirations of the individual student, what their role is in the business, and what they need to do to reach their potential.

We believe that all learning experiences should be relevant, informative and inspirational. Our premium training services focus on new trends in management, training and leadership. We are dedicated to providing students with access to current and emerging ideas in their field, and we encourage all students to participate in life-long learning to ensure that their learning experiences are continued throughout their careers.

We are inspired by the continually developing educational environment and we incorporate new learning ideas into the facilitation of our courses to ensure students are provided with the highest quality learning environment possible.

Our course are about learning and extending yourself. We offer a learning environment that will be supportive but challenging. Our goal is to ensure that students will finish our courses as more informed and skilled professionals than when they began.

Code of conduct

As staff and contractors at Flexible Business Learning Pty Ltd, we will:

- Conduct all marketing and sales activities with integrity. We will ensure that materials are accurate to what the company can reasonably provide in relation to cost, resourcing and scope of operations, and that is consistent with the company's scope of registration.
- Provide FBL students with clear and accurate advice relating to the administration of their studies and their records during all stages of the enrolment, learning and/or assessment, and certification process to ensure they are fully informed of their rights and obligations.
- Provide training and assessment services that are conducted in accordance with *Vocational Education and Training (VET) Quality Framework*, including:
 - Assessment that is conducted in accordance with the principles of assessment, rules of evidence and relevant training package
 - Meeting workplace and regulatory requirements where relevant
 - The recognition of the *Australian Qualifications Framework (AQF)* and VET qualifications and VET statements of attainment issued by any other Registered Training Organisation (RTO) during the recognised prior learning (RPL) and credit transfer process.
- Treat all persons we come into contact with during our activities on behalf of FBL with dignity and respect, and we will adhere to the FBL Access and Equity Policy at all times.
- Accept and make provision for constructive feedback on our service provision on a whole company and individual level with gratitude and humility. We will use this feedback as a positive vehicle for continuous improvement.
- Adhere to all company policies and procedures that are current at the time of the activity being undertaken.

What we do ...

Course we offer

As a Registered Training Organisation, we offer full qualifications or short courses to meet your professional development needs. Our full qualifications and the majority of our short courses are based on nationally recognised units of competency. We offer a blended learning solution that incorporates online learning modules, social learning in an e-learning environment incorporating discussion forums, blogs and wikis, and webinar or classroom workshop sessions (dependent on your needs).

Our short courses are designed to focus on the specific skills required to perform common business and management tasks. They are structured so that you can complete a combination of short courses to receive a full qualification. This flexibility allows you to complete each short course at a time that suits you, completing your qualification over a longer timeframe with breaks in between courses as desired. Alternatively, you can sign up for a full qualification upfront and complete your study in a shorter timeframe, combining the skills and knowledge of all short courses.

We also work with employers to develop courses specifically catered to the needs of their employees to be delivered in-house using learning methods best suited to their workplace environment.

For more information on the courses we offer and how short courses can be combined to meet the requirements a full qualification, see our website (www.fblearning.com.au).

What is competency-based training?

Most of the courses offered by FBL are based on nationally recognised training packages that adhere to the Australian Qualifications Framework (AQF). If your course is nationally recognised it is clearly indicated as such on our website, but if you are not sure please just ask one of our staff. Only training organisations that are registered with the Australian Skills Quality Authority (ASQA) are able to deliver nationally recognised training. You can check the registration status of Flexible Business Learning Pty Ltd, or any other Registered Training Organisation (RTO) by accessing the website training.gov.au and searching our company name or RTO ID (which is listed in the top right of this page).

Nationally Recognised qualifications are made up of units of competence. Each unit outlines the skills and knowledge necessary to perform effectively in a particular job or role in an industry area. These competencies provide a framework for training and assessment that tells us what skills and knowledge an employee at a particular level in a particular industry should be reasonably expected to achieve.

Hence, competency is:

“...the ability to perform a job to the required level of performance expected in the workplace.”

If you would like to access the units of competence for your course you can do so by searching the unit code at training.gov.au, or you can contact our office and we can provide you with a copy. All units included in your course, and their relevant codes, are listed in the course outline on our website.

Competency-based assessment

Assessment is the means by which we determine whether or not a competency has been achieved. Assessment is a process of collecting evidence and making decisions about your ability to demonstrate the knowledge and skills set out in the outcomes of a unit of competence. Assessment evidence can come in a variety of forms, and during your course you will be asked to complete tasks that will help you compile the evidence needed to show us that you have achieved these competencies. Some assessment evidence may include:

- Written or oral questioning
- Observations in the workplace or in workshops
- Simulations or role plays
- Projects or reports
- Examples of workplace documents
- Testimony from your supervisor or referees.

When you submit an assessment your assessor will be looking for which competencies you have mastered, and which still require further practice. You can have multiple attempts at an assessment. We are flexible in the assessment methods used, and can change the method of assessment if it remains true to the training package to ensure you have the best possible chance to demonstrate your skills.

Recognised prior learning

Sometimes, due to previous work experience, students have already learned the competencies required by the units in their course. When this happens, the student does not need to re-learn the skills and/or knowledge and can skip straight to the assessment stage.

Recognised Prior Learning (RPL) is where we recognise the learning that has occurred already in the workplace, and allow students to demonstrate their competence by providing evidence that they can already perform the skills and have the knowledge required by the unit. This means that students are then only learning what they need to and are recognised for what they can already do. RPL can be achieved for part, or all, of a course.

For more information on our processes regarding the submission of assessments and recognised prior learning, see the section on assessment in “What it’s like to study with us ...”.

Our learning materials

Our learning materials are provided through our online Learning Management System. You will be provided with a login to this system on enrolment. Learning materials take the form of online interactive learning modules that can be accessed on your computer or mobile device, electronic pdf documents that you can access online or print at your own convenience, and various links to videos, websites and journal articles as appropriate to the course requirements.

Generally, participation in our courses requires that you have access to a computer and/or mobile device, and an Internet connection. If you do not have access to the Internet, please contact us before you enroll to see if we can make alternate arrangements for you to participate using amended versions of our materials.

All learning materials that are not the property of FBL (e.g. external websites, videos etc) are clearly referenced or students are directed to owner’s site to access the information. All learning materials that are the property of FBL have been developed by our company and remain the intellectual property of FBL. These materials are provided to students as part of the service for which they have paid for in their course fees. It is expected that students will abide by Australian Copyright laws in the use of these materials, and

will not copy or use the materials for any purpose other than their own study and professional development needs.

The online learning space

Our Learning Management System (LMS) is the “Learning Space” that you will be using throughout your course. You can access this area by logging in via our website. It is where you will be able to access all of your learning materials, submit your assessment tasks, participate in discussions with other students, and much more ...

Depending on the course you have signed up for, you will be using this learning space for some, or all, of your learning and assessment needs. You will be provided with a log in and further information on how to access and navigate the system on enrolment. Your Learning Coach will talk you through the system during your induction into the course and you will have plenty of time to become familiar with the system and feel comfortable participating in this environment.

For further information on how to make the best of your online learning experience, see the ‘Navigating the adult learning environment’ section of this handbook.

Webinars

In some of the courses that we offer fully online, we ask students to participate in scheduled webinars. These sessions are much like a classroom workshop, except that they are conducted online. They are attended by a small group of students who are all enrolled in the same course and are run by one of our specialist Learning Coaches.

To conduct these webinars we use a facility called “GoToMeeting”. As a student, you are not required to download this product, but you may need to make sure that your computer is set up to receive our invitation to participate. At enrolment, your Learning Coach will contact you to provide an induction and help you set up your computer to participate in webinars. You will not be required to purchase any additional software but you will be required to have access to a headset with a microphone and speakers to participate.

What it's like to study with us ...

Student admission

Students can enroll in any course with FBL and will not be unfairly discriminated against when accessing that course. Course selection is entirely up to the individual student and their needs and our staff are available to answer any questions or provide advice when asked. FBL, however, reserves the right to refuse a student access to a course if they do not meet the entry requirements of that course (as explained below), or have a history of outstanding debt with FBL. If a student does not meet the entry requirements for a particular course, they can contact FBL to discuss alternate learning arrangements that could include enrolment in another course that is better suited to their needs, or alterations to delivery of the current course.

Student admission into particular courses is dependent on their previous work experience and current job role. Students are encouraged to carefully read the course outlines for each course they are looking to enroll in to check what pre-requisites are listed, the resources they are required to have to access materials, and the work environment they must have access to in order to participate in the activities and assessments. The lists of resources that are required by students before they can participate are compulsory and it is up to the student to ensure they have these resources before they enroll. For some courses, students are required to have access to particular tasks and resources in their work environment. If a student does not have this access, they are encouraged to contact our office to see if they can complete the course in a simulated work environment.

We encourage you to read the course outlines carefully before you enroll. Please contact our office if you have any questions or concerns or if you would like a copy of our *Access and Equity Policy*.

Student code of conduct

When you enroll with FBL you agree to adhere to the Code of Conduct. This code is in place to ensure that all students can participate in a fair and supportive learning environment and are not disadvantaged during their study.

You will be required to sign a Student Conduct Declaration of Intent indicating that you have read, understood, and will adhere to the code of conduct during your study with FBL. This code of conduct is as follows:

As students of Flexible Business Learning Pty Ltd, we will:

- Treat all FBL students and trainers/assessors with respect at all times. We will listen to their opinions and provide our own opinions and ideas without discrimination.
- We will refrain from any serious misconduct toward other participants, including:
 - violence of any kind,
 - bullying and harassment,
 - theft,
 - misuse or damage of resources (facilities, equipment and training materials).
- Follow all instructions provided by the FBL Learning Coach in relation to Workplace Health and Safety procedures relevant to the venue or location in which training is being provided, or at any FBL location.

- Attend training and/or assessment activities in a state that is conducive to learning. We will respect others by not showing up under the influence of drugs or alcohol. We will ensure that we disclose the nature of any contagious illness or disease (information of which will be kept in the strict confidence by FBL staff and contractors) either at enrolment or at the time it's existence is discovered, and we will not attend class if it is likely the illness or disease will be spread to other participants.
- Act within the parameters of the law at all times.
- Complete the requirements of our course to the best of our ability and discuss any concerns or difficulties that we are having with our trainer or a member of FBL staff.
- Submit only activity tasks and assessments that are our own individual (or in the case of group work) or group's work. They will be completed in our own words and will not contain a copy of any information from another text (book, magazine, journal, website etc.) without being referenced appropriately.
- Ensure that all documentation given to FBL is accurate and current at the time it is provided.
- Disclose all relevant information to FBL that can be reasonably foreseen to adversely affect our participation in the course we are enrolled in.
- Adhere to our financial obligations as outlined in the FBL Payment Terms and Conditions and FBL Payment and Refund Policy.
- Adhere to all FBL policies and procedures that relate to us as outlined in the Student Handbook that we have been issued.

If you have any questions or concerns regarding any of the above statements, you can discuss these with your Learning Coach or with any FBL staff member before signing the declaration of intent. A student's enrolment will not be confirmed until this intention is provided.

Students in breach of the Code of Conduct will be dealt with according to the *Student Corrective Action Procedure* (a copy of the full procedure can be requested from FBL Administration). All breaches are taken seriously but are defined as either a 'minor breach' or 'serious misconduct'.

A Minor Breach is when a student has intentionally or unintentionally breached the code but their conduct is not illegal and has not endangered any other person or created an unsafe learning environment. When a minor breach occurs the Learning Coach will discuss the student's conduct with them and provide them with a chance to correct the behavior. However, should the behavior continue (more than two warnings), the conduct will be discussed with the Training Manager who will record the conduct on the student's file and decide if they are able to continue with their study in the current context.

Serious Misconduct is when a student's conduct is identified as threatening the health and/or safety of others, or is illegal in its nature. If a student is involved in any serious misconduct during a classroom or an online webinar session they will be asked to leave the session immediately. If the Learning Coach believes that the student is a danger to others, and the conduct is illegal, they will decide if the police are to be called. The incident will be formally recorded, and the Training Manager or Managing Director will be in touch with the student to discuss their understanding of the incident, record their version of events, and discuss their options for ongoing study.

If at any point a student is not satisfied with the actions resulting from the corrective action process they can make a formal complaint using the *FBL Managing Complaints Procedure* (outlined under 'Student Complaints' in this section of the handbook).

Payments and refunds

All payments are outlined in the Fees and Charges document on the FBL Website or in the course outline for each course, which can be accessed through the website or requested from FBL Administration. All fees and charges have been determined through a fair and equitable process that ensures the best price possible for the premium services that are being provided.

Any potential additional charges that are not included in the course fee are outlined in the Fees and Charges document, and exist to ensure that FBL can cover the costs associated with services that were not included in the course outline. This ensures that students who do not require these services are not unfairly charged to cover the potential for additional requirements, and students who do require additional services are only charged if and when they are required, and at the price needed to cover the cost of that service at that time.

If the total fee for a course exceeds \$1000 students are not required to pay the full fee upfront. Payment schedules are outlined for each course in the Fees and Charges document. The initial payment for each course is required before enrolment, and a student's place in a course will not be confirmed until this payment is made. All ongoing payments are required by the due date or restrictions may be placed on the student's participation in the course until such time as the fee is paid.

Once a student's enrolment with FBL is confirmed we will ensure that their training and assessment, as outlined in the course strategy, is completed. If, due to unforeseen circumstances, and through no fault of the student, FBL is unable to complete the training and assessment agreed to at enrolment we will organise alternate arrangements for the student to complete their study.

Information pertaining to refunds and overdue payments can be found in the Payment Terms and Conditions on the FBL website, or can be requested from FBL administration.

Health and safety

The health and safety of all students at FBL is of the utmost importance to our company. We are dedicated to providing a safe and healthy learning environment in our classrooms and in our online learning community. While we do not have control over the physical learning environment of students who are participating in an online course and from their own workplaces, we can provide some information on how to encourage a safe learning environment at home or in your workplace while you study.

The student Code of Conduct is instrumental in creating a safe learning environment because it requires students to ensure they treat others with the utmost respect and to refrain from physical, emotional and verbal harassment. It also requires that students follow all instructions provided by FBL Learning Coaches in the classroom in relation to the Workplace Health and Safety procedures of the venue, and it requires students to attend learning in a physical and mental state that is conducive to learning (see the section 'Student Code of Conduct' outlined earlier in this handbook).

All safety incidents that occur at an FBL organised venue or in the FBL online environment (including those that have resulted in harm, or had the potential to result in harm) are reported using the WHS Incident Form and according to the Workplace Health and Safety Procedure. If a student identifies a hazard or is involved in an incident, they are to inform their Learning Coach immediately and then cooperate with the FBL staff to ensure that the environment is made safe and that all safety documentation and incident investigations are conducted efficiently and comprehensively.

When participating in learning in the workplace, including the trial of projects and activities required by this course, it is expected that all students will adhere WHS procedures of that workplace. If a learning activity that is set by FBL has the potential to be in breach of any workplace WHS requirements,

it is up to the student to discuss the activity with their workplace supervisor or relevant WHS officer and notify the FBL Learning Coach if the activity needs to be amended. Learning Coaches will work with the student and the workplace to amend an activity as required if there is any risk to WHS.

Below we have included some information on common areas that may affect the health and safety of students in the learning environment. In the final section of the handbook, 'Navigating the Adult Learning Environment', we have also included some handy information on how to communicate in the online environment and on setting up your work space for study that will assist you to contribute to a healthy learning experience.

Take 5

Most workplaces will have a similar version of this simple risk assessment tool, but if you do not have a workplace tool to use, you can adopt the 'Take 5' method.

Simple everyday tasks can be a source of danger and require some thought before commencing them. Working conditions can change – for example, if it is windy there is an increased chance of something blowing over or tree branches falling down. A Take 5 is a simple risk assessment that takes only about 5 minutes to complete before performing a task. It is a good approach to take before any task and you will probably find that you unconsciously perform most of these steps when performing a new task without recognising you are performing a risk assessment.

Complete the following steps:

- STOP What am I about to do?
- THINK How am I going to do it?
- IDENTIFY How can I be injured or what can go wrong?
- PLAN What am I going to do to prevent it?
- PROCEED with the task once all is in place and other personnel have been briefed if required.

Discrimination and harassment

At FBL we are opposed to any form of discrimination, and our commitment to this is outlined in our *Access and Equity Policy*.

Discrimination is the unfair treatment based on personal characteristics protected by law. It can be direct or indirect.

Direct Discrimination is unfairly treating a person differently from others.

It is when a person treats someone less favourably than another because the person has a particular personal characteristic (e.g gender, race, religion, disability).

Indirect discrimination is when treating everyone the same unfairly disadvantages someone.

In some cases, treating everybody the same way may be unfair. Under law, this means setting a requirement which:

- Someone with a particular personal characteristic protected by law cannot meet
- A higher proportion of people without that characteristic or with different characteristics can satisfy; and
- The requirement is not reasonable in all the relevant circumstances.

For example, FBL could treat everyone the same by expecting everyone attending a class to be able to access a venue that requires them to climb two flights of stairs. The majority of students may be able to do this, but it unfairly discriminates against the student who requires a wheelchair for mobility.

Every effort is made by FBL to ensure that diversity is valued and respected in our services by helping to prevent and eliminate discrimination, and we expect our students to support this effort.

Harassment, bullying and intimidation will not be tolerated in the learning environment. We are committed to upholding the state and federal laws pertaining to harassment and we expect our students to be equally committed. What constitutes as harassment may vary from person to person and different people have different definitions of what is acceptable behavior and what is not. Bullying is repeated less favourable treatment of a person by another or others in the learning environment. It includes behavior that intimidates, offends, degrades or humiliates the other person, whether it is obvious physical abuse, or subtle psychological abuse. It is expected that all employees and students at FBL respect the boundaries set by others and ensure that they protect their peers from harassment or bullying in any form.

Privacy and student records

FBL recognises the right for every employee, contractor, client and/or stakeholder to the privacy of his or her personal information and we will adhere to all relevant privacy legislation in the collection, use, disclosure and storage of personal information.

Personal information that we collect about a student is collected only when necessary for the provision of services and activities and where reasonably practicable will only be collected directly from the student. The use or disclosure of personal information will only be for the purpose for which it was collected and will only be disclosed if the individual consents, or if necessary to prevent serious injury or harm to either the individual or the public, or if it is required by law.

FBL takes the security of student records very seriously and all records are stored in a Student Management System with user restrictions and password access. Only those staff and contractors who require access to a student's information to perform the services agreed to at enrolment, will be allowed access to a student's records.

If at any time, a student wishes to request access to their records, they are able to do so by submitting a written request to the Training Manager outlining the specific records to which they require access or would like to obtain a copy. This request must be made either in hardcopy with the student's signature, or via email from the email address registered on the student's record (all emails will be confirmed with the student with a follow-up phone call to verify their identity). If there is an urgent timeframe within which the requested information is required, the student must indicate this in their initial correspondence to ensure FBL can provide the information within this timeframe wherever possible. All access will be provided to the student within 10 working days of the request being received. If the request is urgent, we will endeavor to provide access to the records within 48 hours.

Access to student records will be provided to the National Regulator for registered training organisations according to the National Vocational Education and Training Regulator Act 2011. The current National Regulator is the Australian Skills Quality Authority (ASQA). More information on the specific records disclosed can be obtained by contacting the Training Manager

If you would like more information of record keeping practices at FBL, contact our office for a copy of our *Records Management Procedure*.

Student complaints

A student can make an informal or a formal complaint at any time if they are not satisfied with the service that is being provided. We encourage students to contact their Learning Coach immediately if they are unhappy with the service, materials or learning environment and not to wait until the issue is frustrating them or affecting their ability to participate effectively in their learning. FBL is dedicated to providing a premium service and if we are not meeting a student's expectations we will do everything reasonably within our power to rectify the situation.

It is at the student's discretion if they would like their complaint to follow a formal process. For minor issues that can be easily fixed, an informal complaint can be made directly to the student's Learning Coach (or if it is regarding the Learning Coach, the student can contact the Training Manager or Managing Director for assistance) and the student and Learning Coach can discuss the issue and agree on solution to be implemented. All complaints are noted in the student management system to allow FBL to monitor issues and improve our services, but the informal process requires less paperwork and can be resolved quickly.

The formal complaints process is to be used for issues that have had a greater impact, or for students who want to make sure the process is recorded fully. Formal complaints must be made in writing and addressed to the Training Manager (if the complaint concerns the Training Manager, the complaint can be raised with the Managing Director in the same format). The complainant will be contacted with a suggested resolution within 5 working days of the receipt of their complaint (timeframes will depend on the complexity of the complaint and the number of people involved). All complaints will be confidentially investigated, and information pertaining to the complaint will only be discussed with relevant stakeholders. Relevant stakeholders include: the Learning Coach, any other students directly involved, employees of FBL, the employer of the Student. If a student does not want a particular stakeholder to be informed of a complaint for personal reasons, they must include this in their written correspondence to ensure the Training Manager is aware of this request.

The Training Manager will negotiate a resolution with the student and relevant parties. All discussions during this negotiation will be recorded and placed on the student's file. If the Training Manager or the Managing Director are unable to come to an agreed resolution with the complainant, a third party mediator may be brought in to assess the situation as required.

Student support

Our office is open from 9.00am to 5.00pm on weekdays and you can contact our Administration Officer during these times for assistance with your records, fees and payments, or access to your resources and the learning management system.

Your Learning Coach is your first port of call for all course related enquiries. If you are struggling with your learning materials or meeting course deadlines, or if you require additional assistance please contact your Learning Coach as soon as possible so we can make alternate arrangements for you. Your Learning Coach is available at all times via email and will respond to your email correspondence within 48 hours. If your request is urgent (e.g. you need technical support accessing a webinar), please contact our office and we will get your Learning Coach to contact you as soon as possible. Or contact your Learning Coach using the contact information they provided you with in their welcome email.

If you have identified that you may require assistance in addition to what has been outlined in the course outline or in this handbook before enrolment, please ensure you fill out the information for student's requiring additional assistance on your enrolment form. FBL has processes in place to ensure that students requiring additional support can have access to that support at the beginning of their training, if we are aware of this need, and have the time to work with the student to implement support strategies before the course begins.

Being a student can be stressful, and people's personal circumstances can change. If after the commencement of your course, you discover you are struggling, please contact your Learning Coach and we can discuss support strategies that will assist you to complete the course within your means.

FBL has developed inclusive learning materials and assessment tools that cater for, or that can be adapted to meet, the individual needs of students. We can assist students with language or literacy difficulties and can provide alternate materials and assessments to students as long as they continue to meet the requirements of the relevant qualification.

Students requiring additional support services outside the scope of the current course strategies and resources may be required to pay an additional fee dependent on the nature and cost of the support. If the cost is significant, the Training Manager will, where reasonably within their power to do so, seek funding for the additional services where funding is available, to reduce the burden of additional fees on the student. We encourage all students to contact our office if they have any questions or concerns about their individual situation and support services they may require prior to enrolment to ensure that all potential costs are communicated before committing to the course.

For more information on how we can support you, or how we can organise external specialist support, please contact our office to discuss your needs with our Training Manager or to request a copy of our *Supporting Students with Additional Needs Procedure*.

Assessment

All students are issued with a Candidate Assessment Guide for their course at enrolment. This assessment guide provides information on all of the assessments that must be successfully completed to obtain competency in the course. It outlines what students should expect when their assessments are marked and how to obtain help with their assessments if required. Detailed instructions for each assessment task, including marking guidelines where appropriate, are included.

Students are encouraged to read this assessment guide at the beginning of their course and to contact their Learning Coach if they have any questions or concerns about their participation in any of the tasks. The course outline for each course (available on our website) indicates any particular workplace or technological requirements that are necessary to complete the course, which includes the assessment tasks. If a student believes that they are unable to complete an assessment because they do not have access to a resource or they require additional assistance, their Learning Coach will work with the student to amend the assessment task or provide an alternate assessment task to ensure they can demonstrate their competency. Learning Coaches are there to support you throughout the learning process so if you are concerned about anything at all, please do not hesitate to contact them.

All assessments are submitted in the Learning Management System (LMS) under the required assessment submission. The LMS will provide you with information on each of your assessment tasks and any due dates that are applicable. Access to the LMS is provided on enrolment, and your Learning Coach will show you around the LMS during your first mentoring session. If you have any questions about assessment submission, contact your Learning Coach via email and they can assist you. Alternatively, you can contact our office and we can provide you with further information.

Assessment submission dates

Depending on the course you have enrolled in, there may be submission dates for each of your assessment tasks. Submission dates are posted against the assessments in the Learning Management System (LMS). Your Learning Coach will also provide you with a list of submission dates at the beginning of your course for all assessment tasks required so you can plan your study schedule in advance.

If you are participating in a self-directed course your assessments will generally be submitted at your own pace. Assessments may need to be completed and submitted in a particular order (for example, if information from one assessment is used to complete another). All information regarding assessments and their submission is included in the Assessment Guide provided at the beginning of the course.

Independent of the course you are enrolled in, the final deadline for the submission of all course assessments in the enrolment period end date. The dates of your enrolment period are outlined in your Enrolment Confirmation Letter. We encourage you to take particular note of the end date of your enrolment period because if you have not submitted all required assessments by this date you will be charged an administration fee to keep your enrolment open. This administration fee will be charged annually until such time as you have submitted all required tasks. An assessment fee is also applicable for

each assessment task that is submitted after the enrolment end date (see the Fees and Charges document on our website for further information). These fees are in place to cover administrative costs associated with maintaining your student file past the course enrolment period and for the cost of the Learning Coach's time to mark assessment tasks outside the originally agreed enrolment period.

If you are aware of a commitment that may affect your ability to complete your assessment tasks by the required deadline, you are encouraged to discuss this with your Learning Coach as soon as possible so that alternate arrangements can be made. Extensions to your enrolment period may be granted in extenuating circumstances, and students may apply for a suspension of their enrolment for up to 2 months (see 'Suspensions and Withdrawals of Enrolment' below for more information). If an arrangement has been made with your Learning Coach for the late submission of an assessment task prior to the assessment due date, the assessment fee and administration fee may be waived.

Recognised prior learning

Recognised Prior Learning (or RPL) has been explained in the first section of this handbook – "What we do ...". FBL asks that students identify if they believe that are eligible for RPL at enrolment to ensure that all course fees quoted to the student are accurate, and to cater the assessments during the course to the particular student's needs. If the Learning Coach is aware that a student has applied for RPL at enrolment, they can take the student through the RPL process before they get too far into their course, making sure students do not waste time working through course materials they do not need.

If you realise after course commencement that you may be eligible for RPL, you can apply at any time using the RPL Application Form. This form can be obtained by emailing our Administration Officer using the contact details at the beginning of this handbook.

Many students assume that RPL is the "easy" way to achieve a qualification. Please be aware that the RPL process is still a comprehensive assessment process. RPL does allow you to bypass the 'learning' aspect of a course because you have already learned what is required in the workplace, however the assessment can be just as time consuming and is as rigorous as any other assessment process. It will require that you provide documentation as evidence to meet each of the competency requirements for the course, it will include an interview with a specialist Learning Coach, and it may require you to complete some assessment activities to fill gaps in the evidence gathered. You will need to have referees ready to validate your previous experience and they will need to be willing to be contacted for a brief interview regarding their experiences with you in the workplace.

FBL use RPL Kits to issue students with information relating to the type of evidence the student is required to submit to support their application for RPL. This evidence is used to prove that you can meet the competency for the particular unit/s that have been requested. All students will be issued with information from the RPL Kit relating to their course once their RPL Application Form has been received.

If you are unsure whether you will be able to apply for RPL, please discuss your previous experience with your Learning Coach and they can provide you with information to help you decide if RPL is the right choice for you. Or contact our office and we can put you in touch with a relevant specialist Learning Coach to provide you with further information on the evidence and work experience required for a particular course.

If you would like a full copy of our *RPL, RCC and Credit Transfer Procedure* please contact our office.

Appealing an assessment decision

Once your assessment submission has been marked, your Learning Coach will provide you with your result, some feedback on how you went, and if there was anything that you can improve. Official assessment results are either "Satisfactory" or "Unsatisfactory", so the feedback received from your Learning Coach will

provide the detail as to how well you went. If you receive an “Unsatisfactory” result your Learning Coach will contact you to discuss your result and whether or not you are to re-attempt the assessment or complete an alternate assessment task.

Students have 10 working days from receiving their assessment feedback to appeal an assessment decision. All assessment appeals must be lodged in writing and addressed to the Training Manager. Written appeals can either be emailed to the FBL Office using the contact details at the beginning of this handbook, or they can be mailed to our Head Office. All appeals must include the student’s name, Learning Coach name, course and name of the assessment task.

All appeals will be investigated by the Training Manager (or Managing Director, if the Training Manager was the original Learning Coach) and the student will be re-assessed by a specialist Learning Coach if required. Once the reviewer has reached an assessment judgement, they will provide this judgement to the student in writing and call to discuss the results.

A student may again appeal the judgement of the reviewer by requesting a Third Party Adjudicator (this is a specialised Learning Coach who is not an employee of FBL). The Third Party Adjudicator will be provided with the assessment submission and will assess the student without access to the two original assessment judgements. An additional fee, as outlined in the Fees and Charges on our website, will accompany this second appeal (this is to cover the cost of the Third Party Adjudicator’s time). The student will be required to pay this fee before the appeal is reviewed. If the appeal is justified and the result is changed to “Satisfactory”, the student will be refunded the additional fee.

If you would like a full copy of our *Assessment Appeals Procedure* please contact our office.

Withdrawal, Suspension or Transfer of Enrolment

Once a course has commenced, a student may withdraw, suspend or transfer their enrolment by submitting a written request to the Training Manager in the following circumstances:

- A student may withdraw from a course at any time and for any reason.
- A student may suspend their enrolment for up to 2 months at any time and for any reason. However, it must be noted that if the student is participating in a course that requires regular webinar or classroom training sessions, they may be required to attend sessions held for an alternate course peer group, or make up their learning activities in their own time upon their return.
- A student may transfer their enrolment to another course at any time and for any reason, however they must be aware that their transfer to another course is dependent on course availability and their suitability for the course according to the course requirements indicated in the course outline on our website.

We strongly recommend that you discuss your circumstances and your options with your Learning Coach before submitting a written request to the Training Manager. In all of the above scenarios FBL will not guarantee the refund of fees already paid for the current course. When a student transfers their enrolment to another course, they will be required to pay the course fees for the new course and forfeit the fees that they have paid for services already provided in the current course. However, credit may be granted in situations where a student has already achieved competencies that are equivalent across both courses.

FBL guarantees that once a student’s enrolment has been confirmed, we will ensure that the services agreed to on enrolment are provided. If, due to unforeseen circumstances, and through no fault of the student, FBL must cancel a course or enrolment we will work with the student to organise alternate arrangements to the satisfaction of the student so they can complete their study at no additional cost outside the agreed course fees.

See the *Payment Terms and Conditions* on our website for a detailed explanation of refunds associated with changes in enrolment prior to course commencement and after course commencement.

Student Feedback

As part of our service to you, we are continuously looking for ways that we can improve our course materials, course delivery and administrative support. To help us do this, from time to time we may ask you to complete a short Student Evaluation Survey. We ask for this feedback during the course, not just at the end. This way we can use your feedback to improve our processes and learning materials throughout your course so that you can benefit from the improvements for the remainder of your study.

Your open and honest feedback will always be appreciated, and any constructive criticism that you can provide is welcome at all times. You do not need to wait until a formal survey is issued. If you have any feedback at any time, please contact your Learning Coach or our office to discuss.

Navigating the adult learning environment ...

Plagiarism and copyright

Plagiarism is the reproduction without acknowledgement of another person's words, work or thoughts from any source. This covers diagrams, drawings, sketches, pictures, objects, artistic works and other such expressions of ideas. Downloading from the Internet and using it uncredited into one's own work is plagiarism. Plagiarism is not a crime, but it is a serious ethical offense and one that will not be tolerated at FBL.

In the Code of Conduct students agree to submit only activity tasks and assessments that are their own individual (or in the case of group work) group's work. They will be completed in the student's own words and will not contain a copy of any information from another text (book, magazine, journal, website etc.) without being referenced appropriately.

Copyright infringement, on the other hand, is a crime. Copyright infringement is the use of works under copyright without the permission of the copyright holder. For example, if a training organisation creates a series of copies of one textbook that they have purchased, and then sell the copies to students; that is a copyright infringement.

The difference between plagiarism and copyright is that copyright is a direct copy of a work, whereas plagiarism is using another person's ideas and passing them off as your own.

For more information on copyright law see The Australian Copyright Act 1968 or have a look at the Australian Copyright Council's website (www.copyright.org.au).

Referencing

When you are using someone else's ideas or a quote from someone else's work it is important to reference that idea so that those reading your assessment are aware that the idea has come from another source.

A simple referencing style to use is the Harvard Style. We have included a brief outline of how to reference using the Harvard Style below, but if you would like further information you can contact your Learning Coach or Google "Harvard Style Referencing" and a large variety of sources will be available to assist you.

Within the text of your assessment, immediately after you have used an idea or made reference to a piece of information from someone else's work you will place the following information in brackets:

('Author/s surname' 'Date of publication', p. 'page number'), for example
(Smith & Bruce 1997, p.16)

If it is a website you would put the following in the text of your assessment:

('Author or owner of website' 'Year accessed'), for example
(Australian Securities Exchange 2009)

At the end of your assessment you will need to include a Reference List that provides the reader with the detail of all of the sources you used within the text of the assessment. This list is sorted in alphabetical order by authors surname. Using the examples above you will see how to create a reference list below:

Australian Securities Exchange 2009, Market Information. Available from:
http://www.asx.com.au/professionals/market_information/index.htm. [5 July 2013].

'Author/owner' 'Date of copyright' , 'Title of webpage' . Available from: 'website address' . ['date you accessed the website'].

Smith, J & Bruce, S 1997, *A guide to personnel management*, 4th edn. McGraw Hill, Sydney.
'Authors Surname and Initials' 'Date published', 'title of book', 'edition no.'. 'Publisher' 'where published'.

Please contact your Learning Coach if you would like some examples of other texts and how they can be referenced.

Tips for successful learning

As an adult learner you will usually have an idea of what your strengths and weaknesses are, and where learning will benefit you in your career or personal life. Your motivation for learning something new may come from a desire to be better at your job, to seek a promotion, or simply for self-fulfillment.

Whatever your motivation for learning is, we often find that the main aspect of learning that discourages people from doing a course online or in the classroom is time. Finding the time in your busy lifestyle to set aside for study may not be easy for you, but there are definitely ways you can organise your time to make the experience beneficial. If you are reading this handbook you have probably already decided that you want to try and make the time for study, or you have already committed and enrolled in one of our courses. Below we have included some tips and hints for making your learning experience a positive one.

Time management and study spaces

Use a calendar or a 'to do' list that includes your goals and your known commitments for the duration of your course. Make sure you assign a timeframe to each task. This will help avoid the stress of over-scheduling yourself. We suggest that you have a long term planner that you use to ensure you are not falling too far behind, but that is flexible enough that it can be altered as commitments change, and a daily or weekly planner that sets out your goals for the week and provides specific timeframes for the completion of each task.

There will be times in your course, whether you are doing your course fully online or part in the classroom, where you will be required to do some work on your own. We call this self-directed learning.

Set aside blocks of study time where you are less likely to be interrupted. Find a study place that is free from distractions (not in front of the TV!) as you will complete your work quicker and learn more if you are focused on the task at hand. Make sure that your study space is ergonomically sound, to ensure that you are comfortable and that you do not cause any unnecessary strain to your body (check out www.ergonomics.com.au for more information).

Do you have any time currently in your schedule where you can insert some study time? For example, could you view your online materials while travelling to work on the train or bus? Or use your ipad to access videos or texts while walking on the treadmill?

Be aware of how long it takes you to become restless and lose focus on the task you are performing – your blocks of study should be no longer than this (40-60minutes is a good block, but you may work better in longer blocks than this). As you begin working through your course materials you will gain a better understanding for how long it takes you to work through the content and the activities. You may need to adjust your study schedule as you learn more about yourself as a learner.

Be sure to prioritise your assessments. Read through all the assessment requirements for the course at the beginning so that you have an overall understanding of what will be required and when you will be required to perform particular tasks. Some assessments may require you to perform tasks in your workplace. If this is the case you will need to schedule these tasks for a time that is best suited to your workplace environment. Take the time to schedule out a draft timeframe for you assessments.

You as a learner

Get to know who you are as a learner. How do you learn best? When have you enjoyed learning in the past? What made it enjoyable? Try to replicate this as much as you can.

Learning how you learn will help you focus your energy in the most productive way, and will alert you to areas where you may need help (e.g. you may struggle with speaking assignments, or writing long reports). Your learning style defines how you process information and has nothing to do with being “intelligent”. It is how your brain works when you process new ideas. There are many different ways a learner can learn! They may respond better to visual clues (you may find a mind map or sketching ideas helps you to learn information), or to written language (you like to write study notes you can refer back to, or read from a textbook), or you may find you remember things better by ‘doing’ the task rather than watching someone do it. However you learn, you should try to find ways to incorporate that into your study.

At FBL we incorporate all learning styles into our courses to ensure that everyone is catered for. At times you may find that a particular activity does not directly suit your learning style, but another is perfect for you. If an activity does not suit your learning style, see if you can find a way to complete that activity that will meet your own needs. The only time you will not be able to do this for yourself is during assessments that require particular tasks to be performed in specific ways. If at any time you feel you will be disadvantaged when performing an assessment task, please notify your Learning Coach as soon as possible to discuss (see the section earlier in this handbook on ‘Assessments’).

We encourage you to establish a good rapport with your Learning Coach during correspondence and in classes or webinars. A good relationship will be helpful when negotiating optional learning and assessment activities that have more relevance to your situation and goals. We are here to help you, and we want your learning experience to be rewarding, if you assist us to do this it will be a positive experience for everyone.

1. Always check your spelling and proof read your correspondence.
2. Refrain from using all capital letters (outside of normal sentencing and grammar requirements) as capital letters denote shouting in Internet communication – and no one likes to be shouted at.
3. Do not ‘flame’ – flaming is when you post communication that is insulting to others or when you respond to an insult. If you find someone’s communication insulting, notify your Learning Coach immediately and the communication can be removed.
4. Remember that there is a human at the other end of your communication. The same standards of behavior you would adhere to in real life are relevant online.
5. Be conservative in your posts and your responses. It is better to send less high quality messages than large quantities of low quality messages. Also, take the time to think about and construct your answer before typing and submitting your post or email.
6. Use your discretion. What you post in online discussion forums, or information that you send in emails, is there for everyone registered to use that forum or receive that email to see. You may not just be communicating with the person you responded to. Ensure that the information you have posted does not include private or business sensitive information. The FBL online space is an area where we encourage you to discuss issues you are having at work to help you find a solution, but please refrain from using specific details such as people’s names or confidential business information.
7. Remember that we can’t see your facial expressions or hear the tone of your voice. When you use written correspondence emotions such as humor and sarcasm are not always obvious to everyone. Writing with emotion is an art that can take time to perfect. If in doubt and you find something funny or would like to emphasise the emotion behind something you have written, make use of smiley faces (emotions) to show your emotions.
8. Be forgiving of other people’s mistakes. We are all learning. If we are supportive when other people make a mistake and offer friendly and constructive criticism, the learning experience will be a positive one for everyone.

Netiquette

Netiquette is a term used to describe the etiquette for communicating online. By following some simple guidelines we can ensure that online communication in our discussion forums, online chat and emails create a learning environment that is positive and safe for everyone to participate in. Here are some simple tips to assist you to communicate positively online:

You've finished ...

Issuing and re-issuing qualifications

When you have finished your course you will be issued with a Testamur that will contain information regarding the competencies that you have achieved. If you enrolled in a full qualification you will receive a Certificate or a Diploma as well as a transcript that lists all of the units that you achieved as part of that qualification. If you participated in a short course that included units of competence, you will receive a Statement of Attainment that will list the units that you have achieved.

As a Registered Training Organisation, all Qualifications and Statements of Attainment issued by FBL are nationally recognised. They are sealed with the FBL embossed seal to prevent fraudulent copies, and are issued according to the standards outlined in the Australian Qualifications Framework (AQF). You may be required to provide a copy of your Testamur to other businesses or persons from time to time (e.g. as part of an employment application), but it is highly recommended that you only ever submit a copy signed by a Justice of the Peace, and that you store your original Testamur in a safe place for your own use. Never provide a third party with your original.

If you ever misplace or damage your original Testamur, you may apply to FBL to issue you with another original by submitting a written request. You will be required to pay an administration fee for the re-issue of a Testamur or Transcript (see the Fees and Charges on our website for fee details), and you will be required to provide evidence of identity before the Testamur is dispatched or collected. Please contact our office if for further information.

Learning Pathways

When you have completed your course there are a number of learning pathways open to you based on the skills and knowledge that you have now achieved. Learning pathways for each course are described in the course outline for that course, which you can find on our website.

As outlined at the beginning of this handbook, the FBL short courses are designed so that, in combination, they can lead to the achievement of a full qualification. If you are interested in how the course you have completed can be combined with other short courses have a look at the suggestions we have included in the course outlines on our website or contact us for further advice.

If you have any questions regarding which pathways would best suit your situation and your career goals, whether it is with us or with a higher education provider, please call our office and one of our specialist Learning Coaches can discuss your options with you.

Our policies and procedures ...

Information from the following policies and procedures has been included in this handbook. All information pertaining to student responsibilities has been included in this handbook. If at any time you would like a copy of the full policy and/or procedure please contact our office.

Policies

Code of Conduct
Access and Equity Policy
Privacy Policy
Payment and Refunds Policy
Workplace Health and Safety Policy

Procedures

Records Management Procedure
RPL, RCC and Credit Transfer Procedure
Student Corrective Action Procedure
Managing Complaints Procedure
Assessment Appeals Procedure
Certification Procedure
Workplace Health and Safety Procedure