



Registered

Aged Care Training

Phillip Institut

Leisure & Health

Business Courses

15A
LOVE
WHAT
YOU
DO



Phillips
Institute

Student Handbook

GET
STARTED
WITH...
#CertificateIII

LEARN
MORE
WITH...
#CertificateIV

START
HERE
2nd
Floor

Phillips
Institute

Phillips Training Services Pty Ltd trading as Phillips Institute

Registered Training Organisation

RTO: 21868

ABN: 25 118 747 578

Head office:	75A Koornang Road, Carnegie, Victoria 3163
Telephone:	1300 558 837
Email:	train@phillips.edu.au
Web:	www.phillips.edu.au

Version Control

Date	Version	Name	Comments
01/01/2017	1.0	K. Henderson	Initial version
01/02/2017	1.1	K. Henderson	Updated student forms; minor formatting changes throughout
06/03/2017	1.2	K. Henderson	Updated Complaints and Appeals Policy
07/05/2017	1.3	K. Henderson	Added graphics, tables; minor formatting changes throughout
21/12/2018	1.4	K. Henderson	Removed year reference; updated Scope of Registration
01/01/2019	1.5	K. Henderson	Updated Principles of Assessment and plagiarism information

©2017-2019 Phillips Training Services Pty Ltd

The information provided in this handbook is:

- intended for Phillips Institute students and candidates, staff, potential students and other clients
- protected by Copyright, therefore no part of it may be reproduced in any form or by any means other than for the purpose stated
- correct at the time of publication – see last published date under Version Control table
- uncontrolled when printed, therefore the digital version should be accessed from the Phillips Institute website at www.phillips.edu.au for currency

Contents

Welcome	5
Terminology	6
About Us	7
Scope of registration.....	7
Trainer and Assessor Qualifications	9
Guidelines	10
Code of Conduct.....	10
Dress Code	11
Principles of Assessment.....	13
Rules of Evidence	14
Plagiarism and Cheating	14
Complaints and Appeals.....	16
Flowchart of Complaints Process.....	19
Health and Safety.....	20
Student Support Services	21
Language, Literacy and Numeracy	21
Selection and/or Pre-requisite Criteria.....	21
Access and Equity	22
Legislation.....	24
Reasonable Adjustment	25
Determining reasonable adjustment	25
What if changes are too difficult for educators?	26
Student Records and Confidentiality.....	27
Training Program Evaluation	28
Training Plans	30
Assessment.....	30
Student Fees Policy.....	31
Course Fees.....	31
Payment terms	31
Replacement of Certificates and Statements of Attainment Fee	31
RPL Application and Processing Fee	31
Refund Policy	32
Procedures:.....	33
Recognition of Prior Learning (RPL)	34
Principles:.....	34
Objectives of RPL.....	34
Assessment Processes:.....	34
Procedures:.....	35
Method of application:	35

Benefits of Applying for RPL.....	35
How to apply for Recognition of Prior Learning	36
Overview of the Recognition Process	37
Appendices.....	38
Application for RPL.....	38
Authority to Verify Qualifications.....	39
RPL Form C - Student / Candidate Authorisation.....	39
Complaints and/or Appeals Form.....	40
Compliments and Suggestions Form	42
Accident or Incident Form.....	43
Change of Details Form	45

Welcome

Thank you for choosing Phillips Institute for your Nationally Recognised Training.

This Student Handbook contains information about Phillips Institute course requirements, training delivery and assessment methods, health and safety information, codes of conduct, fees and charges, complaints and appeals processes, refund policy, recognition of prior learning, and other information that you may refer to during your studies with us.

Our courses are designed according to industry-defined and nationally recognised Training Packages. This ensures that the training you undertake with us meets current workplace needs and is consistent with other courses delivered throughout Australia. It also means that your training is quality assured and subject to strict regulation by the National Vocational Education and Training Regulator, the Australian Skills Quality Authority (ASQA).

We congratulate you on taking this positive step in gaining a nationally recognised qualification and wish you well on your learning journey.



Terminology

Terms that are used throughout this handbook may include:

Competency standard:

This is a statement about the skills, knowledge and attitudes a student needs to be able to demonstrate in order to complete a work-based task. For example, “Follow workplace health and safety procedures”.

Unit of competency:

During your course, you will study and be assessed against “Units of Competency” which provide the information about each of the above competency standards. A set of units of competency forms the basis for a full qualification.

Performance criteria:

The performance criteria are the standards to which the competency is being carried out according to industry workplace requirements. For example, “Uses safe work practices for a range of work tasks” would be a performance criterion for a health and safety competency detailed in a unit of competency.

Recognition:

Qualifications and Statements of Attainment issued by Phillips Institute are recognised throughout Australia in all States and Territories. Phillips Institute also recognises the Qualifications and Statements of Attainment issued by other Registered Training Organisations.

About Us

Phillips Institute is an independent Registered Training Organisation (RTO). We are registered by the Australian Skills Quality Authority (ASQA) and hold membership with the Australian Council of Private Education and Training (ACPET).

Phillips Institute began delivering Nationally Accredited Qualifications and professional courses to organisations and individuals in 1998 (registered originally with the Victorian Registration and Qualifications Authority as Lifelong Education, RTO number 21147). We are committed to developing and maintaining the highest standards of ethical and professional practice and are fully compliant with the *Standards for Registered Training Organisations (RTOs) 2015*.



The screenshot shows the 'training.gov.au' website interface. At the top, there is a navigation bar with links for Home, Search, Reports, Links, and Site map. The main content area displays 'Organisation details' for '21868 - Phillips Training Services Pty. Ltd.'. The details are as follows:

Summary	Registration	Contacts	Scope	Restrictions	Delivery
<p>Summary</p> <p>Code: 21868</p> <p>Legal name: Phillips Training Services Pty. Ltd.</p> <p>Trading name(s): Phillips Institute</p> <p>Status: Current</p> <p>ABN: 25 118 747 578</p> <p>ACN: 118 747 578</p> <p>RTO type: Education/training Business Or Centre: Privately Operated</p> <p>Registered Training Organisation</p> <p>Web address: http://www.phillips.edu.au</p>					

Additional options on the page include 'Export to Word', 'Export to PDF', 'Notify me of changes', and 'View this organisation on My Skills'. A 'Back to top' link is located at the bottom of the details section.

Scope of registration

This refers to the 11 qualifications, 30 skill sets and 305 units we are accredited to deliver, assess and award, as at 21st December 2018.

We offer nationally recognised training and deliver accredited qualifications from several training packages including Health, Community Services, Business Services, Property Services and Training and Education.

Our scope of registration is shown in the following table, and details are available on the national register at <http://training.gov.au/Organisation/Details/21868>

Phillips Institute 21868

Scope of Registration (full qualifications) as at 21st December 2018*

Qualification Code & Title

BSB30715 - Certificate III in Work Health and Safety

CHC33015 - Certificate III in Individual Support

CHC43015- Certificate IV in Ageing Support

CHC40213- Certificate IV in Education Support

CHC43115- Certificate IV in Disability

CHC43415- Certificate IV in Leisure and Health

CHC53415- Diploma of Leisure and Health

CPP40307- Certificate IV in Property Services (Real Estate)

FSK20113- Certificate II in Skills for Work and Vocational Pathways

HLT33115- Certificate III in Health Services Assistance

TAE50216- Diploma of Training Design and Development

* While qualifications may be listed here, before deciding to enrol please check with us to ensure we are currently offering the course: our scope and/or the courses we currently deliver may have been updated since this handbook was published.

Trainer and Assessor Qualifications

Our trainers and assessors are fully qualified and dedicated educators who have a variety of industry specific experience, as well as vocational education and training (VET) qualifications and academic qualifications.

Trainers and Assessors employed by Phillips Institute are required to demonstrate equivalent competency to the qualifications and units of competency they deliver and assess, as well as have significant and relevant industry experience. In most cases, staff hold higher level qualifications in their specialty areas. In addition, all Phillips Institute staff hold the TAE40110 or TAE40116 Certificate IV in Training and Assessment as a required minimum teaching qualification. All Phillips Institute staff continuously update their skills and knowledge through our professional development program.

We are proud to employ highly qualified and professional trainers and assessors who bring a wealth of knowledge to your training experience – more information about our staff can be found on our website.



Guidelines

Code of Conduct

The following guidelines for personal conduct and responsibility are in place to facilitate an optimum learning process for you and for your fellow students, and to reduce potential disruption in the learning environment.

- Learners are expected to exhibit a high level of personal responsibility for their learning. They must demonstrate respect for staff members and fellow students regardless of race, colour, religion, gender or physical disability and follow the Work Health and Safety requirements of the organisation.
- Punctual attendance in all classes is essential for successful completion of courses. Attendance at all face-to-face classes is essential. Always arrive on time, as late arrivals disturb other students and disrupt the training process.
- Inform the trainer, or the office staff, if you are going to be late. If you do not do this, your trainer will record you as absent and you will need to make up the class. Inform the trainer, or the office staff, if you are unable to attend a class. Your trainer will advise on strategies to address the missed class time, or you may need to attend make up classes.
- Attendance and participation in workshop classes are an important component of your learning program. Students are expected to remain in class for the specified hours. No student will be allowed to leave early unless there are exceptional circumstances.
- Modules and training notes may not be sent out if you miss a class, unless prior arrangements have been made or unless there are extenuating circumstances.
- Mobile phones are to be switched off or switched to silent during class.
- Audio or video recording of classes by students is not allowed without prior approval from the relevant Phillips Institute staff member: it is a breach of privacy and confidentiality.
- Smoking is not permitted either inside the training venue or within 10 metres of the entrance/exits.
- The consumption of alcohol or drugs is not permitted during class times and these substances cannot be brought into training venues. Students who are found to be under the influence of alcohol or drugs will be dismissed from class and subject to suspension or dismissal from the course.
- Inappropriate and/or dangerous behaviour (e.g. plagiarism, disrupting class, irregular attendance, etc.) will not be tolerated and may result in the student being dismissed from the course.
- Campus based training will cover theoretical aspects of competency as well as practical skills based training. For this reason, it is important that students observe the Phillips Institute Dress Code at all times during their study with us.

Dress Code

Appropriate attire and personal hygiene ensure the health and safety of students and staff of Phillips Institute. Your appearance should reflect the professional image required by industry. Potential employers and industry representatives visit class-based training locations at various times, therefore it is important that students present professionally at all times.

The following list provides examples of clothing that is inappropriate and/or unsafe on campus or on placement:

- singlets, tank tops or strapless tops
- clothing with offensive messages or pictures
- short dresses or skirts: length of skirt must be at or below the knee
- shorts
- very sheer blouses
- halter tops or other tops that expose the midriff
- low-cut tops/blouses that expose cleavage
- backless dresses or tops
- thongs, high heels, platform shoes and stilettos

When attending placement[^], students must wear the Phillips Institute uniform polo shirts as provided together with either full length black or navy trousers, or skirt*, and black, closed-in, flat shoes with non-slip soles.

Shoes

On campus training includes skills based training, therefore appropriate footwear must be worn to meet all necessary workplace health and safety standards.

When attending placement, shoes must be completely enclosed: no open toe or backless shoes. Students are responsible for their own footwear.

Hair

Hair should be clean and tidy and worn above the collar when on placement. Men should be cleanly shaven; however, beards and moustaches are acceptable if well-groomed and trimmed.

Jewellery

Jewellery should not be worn during clinical placements (health services, aged care, disability) due to infection control or skin tear risk. Jewellery which must be not be worn includes:

- - all rings except plain wedding bands
- - wrist-watches and bracelets
- - hanging necklaces or pendants
- - hanging earrings, including hoops
- - visible piercing should be restricted to ears

Nails

Nails should be clean and neat. False nails must not be worn on clinical placement. This includes all gel, acrylic, adhesive or painted on nails and nail products. Nail polish must not be worn on clinical placement.

Personal hygiene

A high standard of personal hygiene should be maintained. It is important to consider the comfort of other students, trainers, staff, residents, clients and patients.

Personal hygiene includes:

- bathing or showering daily
- brushing your teeth every day
- ensuring you wear freshly laundered clothing every day
- using an appropriate, non-highly perfumed deodorant every day
- ensuring you wash your hands:
 - before eating or preparing food or beverages
 - after using the toilet
 - after blowing your nose
 - after smoking
 - after handling animals

If you have any questions or concerns about this dress code, please speak with one of our friendly staff.

Principles of Assessment

Phillips Institute takes its role as a registered provider of training and assessment services, which are designed to prepare learners for professional vocational outcomes, very seriously. It is our aim to deliver high quality services which meet the needs of individual learners, as well as all stakeholders in the industries in which they wish to work. To this end, we abide by the Principles of Assessment and Rules of Evidence, in the conduct of our training and assessment services. The *Standards for Registered Training Organisations (RTOs) 2015*, describe the four Principles of Assessment as follows:

<p>Fairness</p>	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
<p>Flexibility</p>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> ▪ reflecting the learner’s needs ▪ assessing competencies held by the learner no matter how or where they have been acquired ▪ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
<p>Validity</p>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> ▪ assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance ▪ assessment of knowledge and skills is integrated with their practical application ▪ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations ▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
<p>Reliability</p>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Similarly, the *Standards* also refer to the Rules of Evidence, which assessors use to determine whether the assessment evidence presented by a candidate is Valid, Sufficient, Authentic and Current. These four rules are further explained in the table below:

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Plagiarism and Cheating

Following on from these Principles and Rules, it is clear that Phillips Institute's policies, procedures and assessment system for training and assessment will be informed by them. For example, a serious breach of the enrolment contract between the RTO and an individual learner is when a learner submits work for assessment that is not their own.

This is known as plagiarism and can be defined as "... the act of taking credit for someone else's words or ideas. It's an act of intellectual dishonesty, and it comes with serious consequences. It violates academic honour codes and can cause irreparable damage to a person's reputation. A plagiarised assignment"¹, or assessment, may cause a result of Not Yet Competent to be recorded for a unit, or more seriously a suspension or cancellation of a learner's enrolment.

"Clearly, the issue is not to be taken lightly. However, if you act with academic integrity, it's also nothing to fear. The best way to avoid accidental plagiarism is to understand the concept itself.

1. **Direct plagiarism** is the act of copying another person's work word for word. Inserting a paragraph from a book or article into your essay [or report or other document] without including attribution or quotation marks, is direct plagiarism. Paying someone to write an

¹ Valdes, Olivia. "What Is Plagiarism?" ThoughtCo. <https://www.thoughtco.com/plagiarism-definition-1691631> (accessed October 21, 2018).

essay for you and submitting the essay [or report or other document] as your own work is also direct plagiarism.

2. **Paraphrase plagiarism** involves making a few changes (often cosmetic) to someone else's work, *then* passing it off as your own. Unless an idea is common knowledge, you cannot include it in your paper without providing a citation—even if you do not include any direct quotes.
3. **"Mosaic" plagiarism** is a combination of direct and paraphrase plagiarism. This type involves tossing various words, phrases, and sentences (some word for word, some paraphrased) into your essay without providing quotation marks or attributions.
4. **Accidental plagiarism** occurs when citations are missing, or sources are cited incorrectly. Accidental plagiarism is often the result of a disorganised research process and a last-minute time crunch. Ultimately, if you fail to cite your sources appropriately, you've committed plagiarism—even if you had every intention of giving credit.²

Did you notice we gave credit to the content of that section? Have a look at the footnotes below and on the previous page: here you will see the original writer's name, the article's title, name of the publication/website, URL for the site, and date that we accessed it. This means we are letting you know that we didn't write those sections, and anyone else can use the footnote information to find the same content and see how much we used or follow it up if they're interested.

You may also have noticed that when we've added in our own content, we've closed the quotation marks, and inserted the footnote number so you can find the details at the bottom of the page. Or if we added words within the quotes, we enclosed our words in [brackets] to show it was not part of the original content.

And when we've quoted again from the same piece, we don't have to put all the information again if the footnote is consecutive, we only have to put the word "ibid", short for "ibidem" which is Latin for "in the same place".

We know that most of our students are genuinely doing the right thing and working hard to learn well and submit their own work. Just remember to act with integrity and let others know when you have used the ideas or words of someone else - and you can't go wrong! Your trainers and assessors can give you more guidance if you are still not sure about how to show your sources.

Please note: in our VET courses, we do not regard work that students complete collaboratively as plagiarism; include a short note to your assessor that some of the work was completed together.

² ibid

Complaints and Appeals

Phillips Institute provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively. This Complaints and Appeals policy and procedure has been developed and may be implemented for the effective management of complaints and appeals and so that their resolution can be demonstrated. According to this policy and procedure, complaints and appeals are monitored and reviewed to prevent their recurrence and to improve Phillips Institute's operations and/or services.

This document refers to courses offered to students but the policies and procedures it outlines may also apply to the training of staff or other recipients of training courses conducted by Phillips Institute.

PURPOSE:

To ensure that the students receive quality and value from their participation in courses run by Phillips Institute by encouraging them to share their concerns and queries and to facilitate prompt attention to these concerns and queries.

Should a student, staff member, or the Provider have cause for complaint it should be brought to the attention of the other party so that the issue may be discussed and resolved between the complainant and Phillips Institute.

Once complaints and appeals are finalised, they are presented to the management team at their monthly meeting, where they are reviewed to see if there is a need to change any procedures or practices.

All complaints and appeals are recorded on a register that includes relevant details to allow analysis of matters over time and identify any common factors that may need action.

POLICY:

Students (or staff) of Phillips Institute have the right to present a complaint and/or to appeal any assessment decisions and to be treated respectfully. Students and staff are encouraged to openly discuss any suggestions, queries, problems or concerns with the Chief Executive Officer (CEO) of Phillips Institute or other staff.

Concerns will be given immediate attention and will be treated in confidence.

There are no reprisals for voicing concerns or discussing complaints. It is of major importance to management and staff that concerns and queries are dealt with promptly.

If the problem is complex, the student or their representative may be asked to put the matter in writing. The CEO of Phillips Institute will then attend to the matter at the earliest opportunity and will commit to ensure a decision is made within five working days. A complaints and/or appeals form is provided as an appendix in the Student Handbook. If a complaint or appeal (including any review

process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay.

PROCEDURE:

Informal Process

1. Any complaints or grievances should be referred in the first instance to the trainer responsible for the particular class from which the complaint originated. This is to ensure all parties are given the opportunity to share their view on the issue. If this is not possible or appropriate, you may contact any other member of Phillips Institute staff. Every attempt will be made to resolve the issue promptly, confidentially, respectfully and in a manner that is satisfactory to all concerned.
2. If the difficulty remains, or if the issue cannot be dealt with informally, and/or where there is not a satisfactory resolution to the problem, the complaint, appeal or grievance should be detailed in writing and referred to the CEO of Phillips Institute for attention.
3. If there is still no result, a meeting between the CEO of Phillips Institute, and a representative of the facility (if applicable) and the complainant/s (and/or appellant/s) can be arranged to discuss the problem, at which any person the complainant wishes to have present is welcome.
4. If a complaint or appeal (including any review process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay.
5. If the matter cannot be resolved through this informal process, a formal process for resolution of a complaint, grievance or appeal may follow this process:

Formal Process

1. A formal complaint should be made in writing by letter or email, or by using the form provided in the appendix of this Student Handbook.
2. Details provided should include the name of the person making the complaint, the dates and times related to the complaint, your telephone number, email and address for contact purposes, and any other relevant information, such as the units of competency or qualification, location of training, and any proposed solution.

Written complaints may be made to:

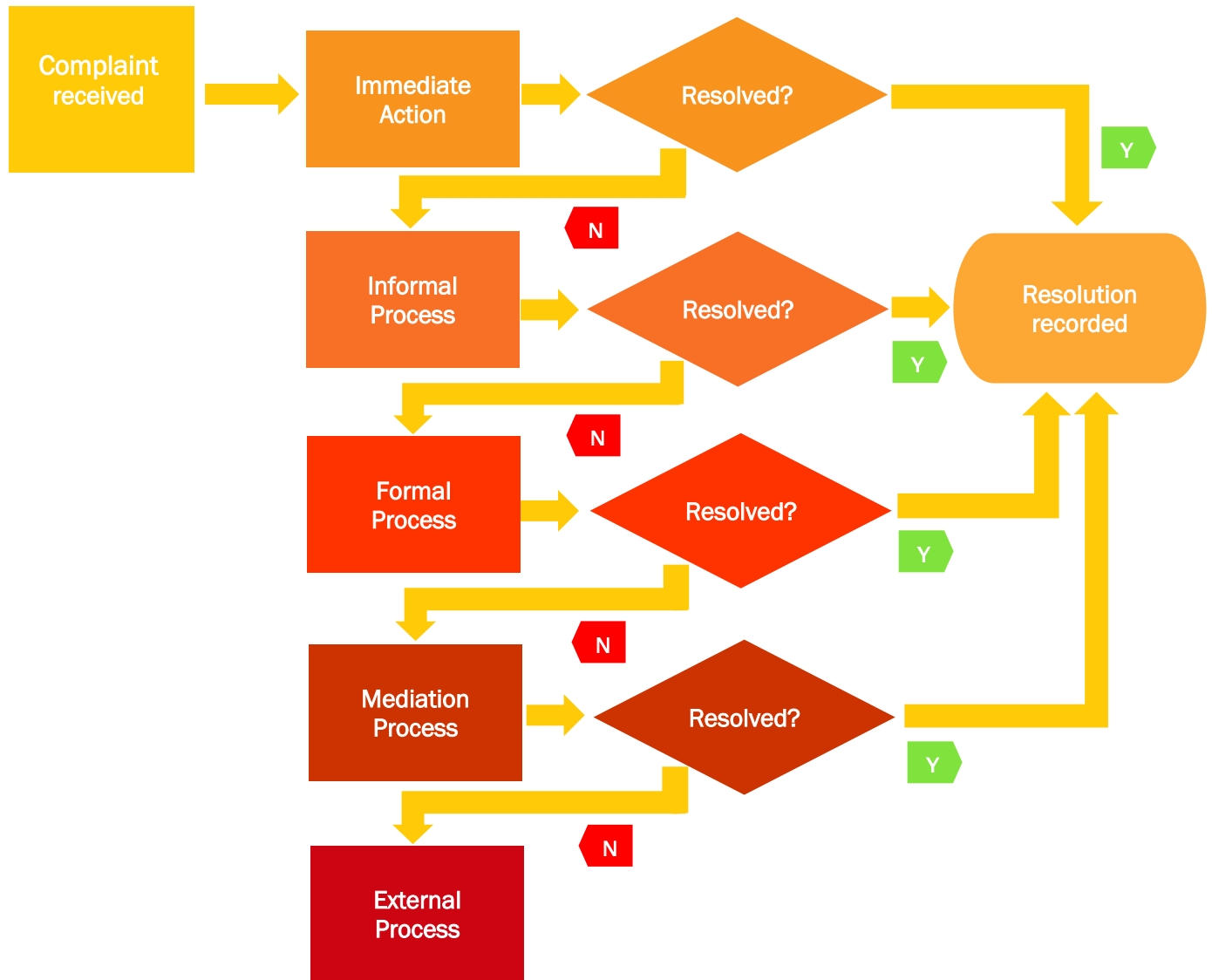
Chief Executive Officer
Phillips Institute
Head Office
75A Koornang Road
Carnegie VIC 3163

3. The CEO or nominated delegate will record full details regarding the issue, including all parties

involved, and will include suggestions on how the issue could be resolved.

4. Confidentiality and security of information will be maintained at all times and the person bringing the complaint or appeal will be consulted, with processes for resolution open to discussion and to be agreed upon.
5. The agreed responses and processes will be put into writing and then be acted upon and conducted in a timely manner.
6. Where the issue is an appeal of an assessment decision, re-assessment with another assessor will be offered.
7. Where mediation is required, an independent person will be appointed.
8. If the person lodging the complaint wishes to appeal a decision made by Phillips Institute they may contact an independent person for determination of the problem. Please refer to the Law Institute of Victoria's list of Mediation Specialists at <http://www.liv.asn.au/Mediators>
9. Resolution of the appeal, and any subsequent action, is to be documented and a copy given to the complainant/appellant with reasons for the decision.
10. Formal complaints, grievances and appeals will be investigated and the complainant/appellant will be notified within five working days of receipt. Any remedies or actions identified or agreed upon will be implemented within a four-week period following initial receipt.
11. If a complaint or appeal (including any review process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay.
12. Students, candidates or employees are also entitled to take the complaint or grievance to an external agency, such as:
 - Dispute Resolution Centre of Victoria
 - Level 4, 456 Lonsdale Street
 - Melbourne VIC 3000
 - Tel: 9603 8370
 - <http://www.disputes.vic.gov.au>
13. If, after following the Phillips Institute Complaints and Appeals procedure, you are still not satisfied, you may wish to lodge a complaint with the National VET Regulator, the Australian Skills Quality Authority (ASQA). For further information, refer to: www.asqa.gov.au/complaints/making-a-complaint.html.

Flowchart of Complaints Process



Student Support Services

Phillips Institute conducts Pre-Training Reviews prior to enrolment of all students. We also prepare individualised Training Plans for each enrolled student. Through these processes, we will ask you to identify any specific additional needs that may impact on your study with us.

Occasionally issues may arise during your program where you may require additional support. This could be for a specific learning or assessment need possibly related to a cognitive, cultural, economic, welfare or personal, language or literacy issue. Students requiring additional assistance with issues that are impacting on their ability to undertake training should contact their trainer, assessor, a manager or the CEO, as soon as possible.

Students have access to qualified training staff throughout their study by direct approach, telephone or email. If we cannot provide assistance to you ourselves, we will assist with directions to obtain further external support.

Language, Literacy and Numeracy

Phillips Institute strives to ensure students derive maximum benefit from their training and will select on the basis of the student's ability to fulfil the designated course entry requirements. This includes assessment and support to identify any language, literacy and numeracy (LLN) difficulties if they arise.

If difficulties are identified, students will be provided with further counselling and advice on how to improve their results, e.g. deferring study and participating in external classes to facilitate their training, specialist support, reattend training classes, extra placement time (if possible). We will assist students with these referrals.

If students defer their studies due to LLN issues, they will be offered the opportunity to resume training at an agreed date providing they are able to demonstrate the ability to meet course requirements at that time.

Selection and/or Pre-requisite Criteria

All courses require a sound knowledge of written and spoken English. This requirement is due to assessment activities that are based on the ability of the student to demonstrate their knowledge, and application of their skill, through the participation in role plays, oral presentations, skills demonstrations requiring effective verbal communication skills and the completion of written work both in class and their own time. It is also a requirement of all Australian VET qualifications which prepare individuals for occupations and roles in the workplace. Phillips Institute requires all

applicants* to undertake a pre-training review of their Language, Literacy and Numeracy (LLN) skills to determine their capacity to benefit from the training and determine whether there are any existing support needs. (*except for short course enrolments, such as First Aid)

Access to a computer and a reliable internet connection are important to successful study with Phillips Institute, and are essential to courses which include online, distance and blended studies. Student work will be improved with a basic understanding of Microsoft Office, particularly Microsoft Word, as you may be required to submit assessment tasks in digital format, especially at Certificate IV and Diploma level.

Access and Equity

Phillips Institute is committed to providing an environment which is safe for its employees and students. It is committed to providing access and equity in all training or employment situations.

All staff and students are treated on their merits, without regard to race, age, sex, marital status or any other factor not applicable to the position. Staff are valued according to how well they perform their duties and their ability and enthusiasm to maintain the organisation’s philosophy and standards of training.

Under Federal and State anti-discrimination laws, discrimination on the following grounds is against the law:

sex	marital status
pregnancy	parental status
age	race
impairment	religion
political belief and activity	criminal record
trade union activity	social origin
lawful sexual activity	sexual harassment

Management ensures that all staff and students are treated equitably and are not subject to discrimination. Management also ensures that people who make complaints and/or witnesses are not victimised in any way.

Any reports of discrimination or harassment will be treated seriously and investigated promptly, confidentially and impartially.

Disciplinary action will be taken against anyone who discriminates. Discipline may involve a warning, transfer, counselling, demotion or dismissal, depending on the circumstances.

A written complaint is not required; however, you may choose to formalise your complaint if appropriate – please see our Complaints and Appeals Policy and Procedure.

Staff or students will not be disadvantaged in training or assessment or employment opportunities as a result of lodging a complaint.

Relevant Legislation

Phillips Institute complies with the following Commonwealth and State anti-discrimination legislation:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
- The Disability Act 2006, Disability Discrimination Act 1992, and the Disability Regulations 2007 (the Act)
- The Victorian Equal Opportunity Act 2010
- Anti-discrimination Act 1991
- And any other anti-discrimination legislation in the jurisdictions where we deliver training

Statutory framework details regarding issues of discrimination and/or equal opportunity can also be accessed on state and federal websites, for further information:

<https://www.humanrights.gov.au/our-work/legal/legislation>

Victorian Equal Opportunity and Human Rights Commission can be accessed at

<http://www.humanrightscommission.vic.gov.au/>

Australian Human Rights Commission can be accessed at <https://www.humanrights.gov.au/>

Legislative and Regulatory Information can also be obtained from various publications available at Phillips Institute. These are also available, free of charge, by contacting Safe Work Australia, or any state or territory OHS or WHS organisation accessed at

<http://www.safeworkaustralia.gov.au/sites/SWA>

Legislation

Other legislation with which Phillips Institute complies includes, but is not limited to:

- The Vocational Education & Training (VET) Act 2010
- National Vocational Education and Training Regulator Act 2011
- Higher Education Support Act 2003 Schedule 1A VET Guidelines 2015
- The Working with Children Act 2005 (Vic)
- The Privacy Act 1988 (Cth) and National Privacy Principles
- Workplace Health and Safety Act 2011
- Work, Health and Safety Regulation 2011
- Public Records Act 1973
- Commonwealth Safe Work Australia Act 2008
- Commonwealth Taxation and Superannuation Legislation
- The Copyright Act 1968
- Fairwork Act 2009 and Fairwork Regulations 2009
- Commonwealth Corporations Act 2001 and associated legislation
- Competition Policy Reform (Victoria) Act 1995
- Independent Contractors Act 2006
- Commonwealth Competition and Consumer Act 2010
- the Australian Consumer Law (set out in Schedule 2 of the Competition and Consumer Act 2010 (CT));
- Charter of Human Rights and Responsibilities Act 2006 (Vic); and
- Child Wellbeing and Safety Act 2005 (Vic)



Reasonable Adjustment

Engaging in reasonable adjustment activities, such as assisting students to identify their learning needs or offering a wide variety of course options and delivery modes, exemplifies good teaching practice.

“Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for a RTO and must be allowable within rules defined by the training package”³.

Why is reasonable adjustment so important?

A person with a disability has the same right to study at any educational institution as any other student. The Disability Discrimination Act 1992 makes it unlawful for an education service provider to discriminate against someone because the person has a disability. The Disability Standards for Education 2005 provide greater clarity on areas where reasonable adjustment can be applied.

If a person with a disability meets the necessary course entry requirements of Phillips Institute, they should have just as much chance to study here as anyone else.

Under the *Standards for Registered Training Organisations (RTOs) 2015*, Phillips Institute is required to identify and comply with relevant Australian Government, state or territory laws on issues such as discrimination.

People with a disability who believe an education service provider has not made reasonable adjustment to respond to their needs can complain formally to the Australian Human Rights Commission or their state or territory anti-discrimination bodies.

Determining reasonable adjustment

Participants in VET could have a range of disabilities such as:

- learning disabilities
- sensory impairments (including vision, hearing or speech impairment)
- physical or mobility impairments
- psychological or psychiatric impairments (or mental illness)
- cerebral palsy or head injury, which may result in multiple impairments

³ Training Packages @ Work team (Australian Government project) accessed at: es.dmssystems.com.au/TAE/FinPa/TAE-0/Reasonable%20adjustment.pdf.

- medical conditions including HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
- intellectual disabilities

In most situations, the person with the disability will be able to tell educators what adjustments they need to be able to study. If necessary, educators should also seek advice from government agencies or support organisations to determine what needs to be done to accommodate an individual's needs.

Reasonable adjustment activities could involve:

- modifying or providing equipment
- changing assessment procedures
- changing course delivery
- modifying delivery venues

The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Where the qualification outcome is specifically related to an 'occupational' outcome, any reasonable adjustment may only be accommodated in the assessment process if the workplace can be similarly 'adjusted' to accommodate the needs of the applicant/employee.

What if changes are too difficult for educators?

The Disability Discrimination Act 1992 does not require changes to be made if they will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'. Before claiming that adjustments are unjustified, educators need to consider thoroughly how an adjustment might be made, discuss this directly with the person involved and consult relevant sources for advice.

Planning to provide for all

Phillips Institute endeavours to plan how they can cater for students with a disability and support and develop the training skills of staff to cater for a broader range of students. We welcome your further suggestions as we strive to continuously improve our quality of training and assessment services.

Prior to enrolment, you will be asked to identify whether you require Phillips Institute to make any reasonable adjustment to your training plan, according to the Pre-Training Review.

Student Records and Confidentiality

The CEO ensures confidentiality of all student records. At all times these records are stored free from damage and theft in a place where access is limited to authorised members of staff.

Active files are kept in a secure, restricted area to ensure confidentiality. Inactive physical files are archived in a secure location for up to two years. Electronically recorded student records are kept for a period of 30 years to comply with registration requirements. Students wishing to obtain access to their record may make a formal written request to the CEO.

Records of assessment and outcomes of training and assessment conducted by Phillips Institute are recorded electronically in a format required by the registering authority on a student management system (SMS). Once an assessor has recorded a result for your submitted work, it will be entered into the SMS by administration no later than four weeks from the date of submission. All students are entitled to receive a record of results on request for units of competency completed. A Statement of Attainment and/or qualification is provided upon successful completion of all training programs.

Certificates will be posted to the address kept on file with your records, or you may wish to collect your testamur from our office. For this reason, it is important that you update our office in writing, such as via email, should you change your postal address or other contact details. A Change of Details form can be found on our website or supplied by our office.



Training Program Evaluation

Your feedback is very valuable to us and important in our continuous improvement processes. All comments and suggestions are collated and reviewed for input into our program evaluation and internal review processes and may also be used in validating our assessment systems and processes.

Feedback and other information provided to us about our training and assessment processes and learning programs allows us to identify areas of potential improvement in our services and to plan for future programs.

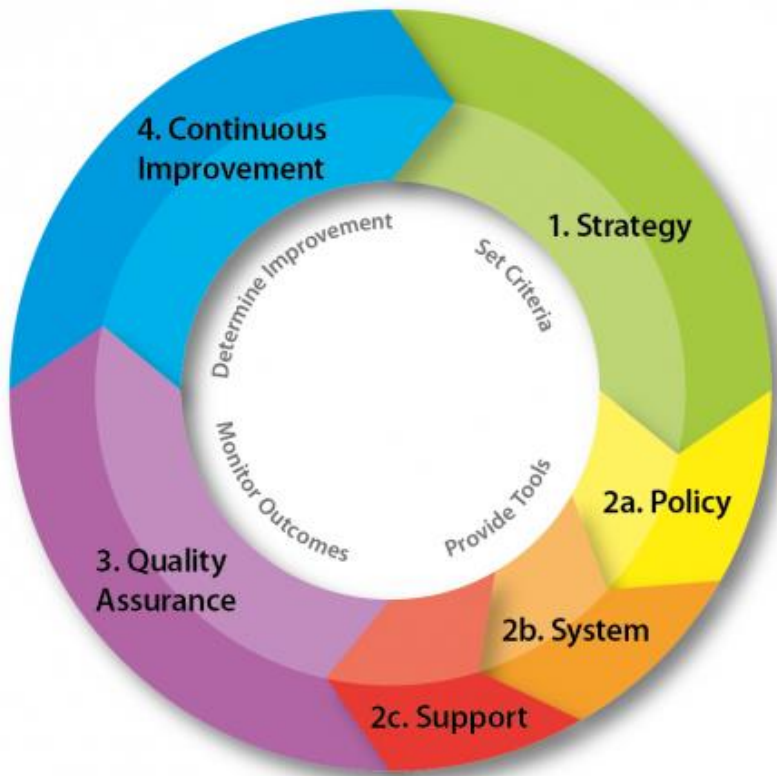
Phillips Institute conducts regular evaluations in several ways:

- As a Registered Training Organisation, it is a condition of our registration that we report on the Quality Indicators on an annual basis. We will therefore request students participate in evaluating course content and training delivery through an Australian Quality Training Framework (AQTF) Learner Questionnaire at the completion of their studies.
- Employers who host Phillips Institute students for practical work placements, and employers who sponsor students for training courses, may also be asked by Phillips Institute to formally evaluate our programs through the AQTF Employer Questionnaire.
- Regular validation and moderation are undertaken where trainers and assessors discuss assessment approaches, tools and processes to identify improvement opportunities.
- Industry representatives, subject matter experts and/or external consultants review our systems and services on at least an annual basis to ensure independent views are considered and to meet our registration obligations.
- Further opportunities to provide suggestions, feedback and comments are given through course or session evaluation forms, either hard copy or online.
- You can also provide feedback directly to us in person, to your facilitator or via email to train@phillips.edu.au.

In addition, you may be contacted by other government bodies to provide feedback about the services we deliver. This feedback is important for these organisations to promote quality in our sector and we therefore encourage our students to participate should they be given the opportunity:

- The National Centre for Vocational Education Research (NCVER) conducts student surveys from time to time and may contact you to invite your participation. This research provides valuable information for training organisations and governments.
- Students undertaking their training through a government funded program may be contacted by the State Training Authority, or an organisation contracted by them, to provide feedback on their course and the services we deliver.

- Students may also be contacted by the National Vocational Education and Training Regulator, the Australian Skills Quality Authority (ASQA), to provide feedback about their experience as a student with Phillips Institute.



Training Plans

A Training Plan is developed by Phillips Institute, in consultation with the trainer, program coordinators, your employer (if applicable), and by you, the participant. It provides the following information: who provides the training and assessment, how that will be provided, when the training is to be provided, and the outcome of assessment for that training.

The Training Plan has been customised according to the qualification packaging rules to accommodate the needs of the target learner group, the individual and the workplace where applicable. It provides enough detail to: assist the facilitator, the participant and the RTO to meet their obligations according to relevant contracts, standards and guidelines; as a reference for the program participants; and to monitor participant progress.

A Training Plan is a dynamic document that will be updated frequently as you progress through your course. (We do not provide a Training Plan for single units or short courses).

Assessment

Australian Vocational Education and Training (VET) is assessed using a competency-based approach. This means that you are assessed against a benchmark or standard, and will be deemed to be either Competent or Not Yet Competent, depending on whether you have met the required standard. If you are deemed NYC, you will be given at least two opportunities to resubmit an assessment to be reassessed.

Typically, you will be assessed against a unit of competency, or a cluster of units of competency, through completion of several set tasks. These tasks may consist of written assessments – short answer, quizzes, multiple choice, case studies, projects, and observation of your performance of work-based tasks (either in simulation or while on placement in the workplace).

Results of workplace assessments will be recorded in your training record, log book or training plan. The assessment records are returned to Phillips Institute on completion for verification. Prior to submission, you should make a copy of all assessments and documents to be submitted as your original work must be retained by Phillips Institute for compliance purposes and cannot be returned to you.

Student Fees Policy

Phillips Institute provides course fees information in person, over the phone or by email, prior to enrolment at the pre-training review, and provides information on fees, funding opportunities and eligibility for all courses on our website at: <http://www.phillips.edu.au/fees-and-funding/>

Course Fees

The advertised course fees comprise of the total fees and include tuition fees, administration fees, materials fees and any other charges that may relate to that course unless otherwise stated. Phillips Institute provides textbooks, backpacks, uniforms (polo shirts) and name badges to our students at no extra charge (health and community services courses – to be worn on placement). If a student has enrolled into a course with resources delivered online and they request printed resources, an additional charge will be applied to the printed resources, including postage and handling costs.

Payment terms

Phillips Institute complies with the *Standards for Registered Training Organisations (RTOs) 2015* relating to the collection of fees in advance from students and candidates and ensures that payment of no more than \$1,500 from each individual student is accepted prior to the commencement of the course.

A deposit of at least \$250.00 or partial payment of fees up to \$1,500.00 must be paid prior to course commencement to reserve the student's place on the course and confirm enrolment.

Following course commencement, we require payment of the additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500 at a time.

Replacement of Certificates and Statements of Attainment Fee

Replacement documents are available on written request (an email will suffice) from the student and on provision of appropriate identification such as passport or driver licence (if emailed, attach clearly legible copies). The fee for this service is listed on the Fees and Funding page as above. Contact the office for further information.

RPL Application and Processing Fee

An application and processing fee will be charged for each Recognition of Prior Learning (RPL) application, regardless of whether an applicant decides to proceed with a full RPL application. This fee will be deducted from the full fee if the applicant proceeds to enrolment, however, it is non-refundable if the applicant decides not to go ahead with an enrolment. The full cost for an RPL application will be determined on a case-by-case basis and according to the nominal hours per

qualification/unit but is unlikely to exceed the fees charged for a training and assessment pathway.

This processing fee allows our professional assessors to appropriately advise you so that you can decide whether to proceed with your RPL application and compile an evidence portfolio or whether it is more suitable for you to undertake a training and assessment pathway.

Refund Policy

Participants in Phillips Institute training programs can be assured that our financial arrangements operate in such a way that refund moneys are always available if required. In addition, we will not collect more than a maximum of \$1,500.00 in fees per participant prior to commencement of training, nor will we collect more than a maximum of \$1,500.00 in subsequent fee payments per participant at any time, in accordance with the national regulator guidelines.

In the best interests of all Phillips Institute students, we will issue refunds if:

- a training participant notifies Phillips Institute in writing of withdrawal at least 7 days prior to commencement of training: a full refund will be issued (minus a \$250.00 administration fee: any other additional fees are non-refundable), or
- unforeseen circumstances require a course to be cancelled by Phillips Institute prior to commencement: in this case, a full refund of all fees will be issued.

All training is devised for a minimum number of participants and Phillips Institute reserves the right to cancel or defer courses up to 48 hours prior to commencement. In such cases, any fees paid will be refunded, or an alternative course will be offered.

Phillips Institute intends to be fair and reasonable in the application of refunds and may apply additional discretionary refunds in exceptional circumstances, however, Phillips Institute cannot accept responsibility for changes to a participant's work commitments or personal circumstances as grounds for refund once the course has commenced.

Where employers pay for training, they may send an alternative candidate to attend training if the original candidate is not available. In this event, we request you advise our office in writing prior to the start of the course and ensure that any pre-course information already supplied is relayed to the replacement candidate.

Details of the Refund Policy are included in the Student Agreement – to be dated and signed by each student prior to training commencement.

Procedures:

- Prospective students are informed about non-refundable deposit payments in the original contact letter or email, in this Handbook, on our website and during the enrolment process.
- Students are informed that a minimum of up to \$1,500.00 in fees must be paid before the course commences with the balance payable upon commencement in instalments of no more than \$1,500.00 per payment, or as agreed by arrangement with the CEO.
- Students will be informed of the requirement to finalise fees before practical placements can commence due to insurance conditions (where applicable), and before any award can be given.
- Every student will be provided with a copy of the Student Agreement and Refund Policy and given time to read it carefully, sign the copy and return it to Phillips Institute. When co-signed by the CEO or authorised delegate, it will be added to the student's file. A copy of the completed Student Agreement and Refund Policy will be provided to the student as requested.
- All money received is recorded in the Financial Record System and a receipt is issued bearing the organisation's name and relevant details and provided to the student.
- Students are informed that in the unlikely event that Phillips Institute cancels a course, all fees paid will be automatically refunded or the student may transfer to another course or intake date. If the rescheduled date or time is unsuitable for the student, all fees will be refunded. In the unlikely event of RTO closure, all fees paid for undelivered training services will be refunded.
- All refund requests must be submitted in writing – students may use the Phillips Institute Refund Application form, a copy of which may be downloaded from the Phillips Institute website, posted or emailed to the applicant or a printed copy is available from Head Office.
- The completed form should be returned either in person or by mail to Phillips Institute at the Head Office, 75A Koornang Road, Carnegie, Victoria, 3163.
- All requests will be reviewed within 28 working days and any approved requests processed electronically in line with Phillips Institute's Refund Policy.
- In all cases where a refund is approved, the amount refunded will be as indicated in the schedule below, less the cost of any resources already used, delivered, or not returned in as-new condition.
- Refund amounts and decisions are based on the following schedule:

Refund calculation	
Phillips Institute course cancellation or rescheduling to a date, time or mode not suitable for the student	Full refund of all fees paid to date (less cost of resources, if any**)
Withdrawal – More than one (1) week prior to course commencement	Full refund of all fees paid to date (less cost of resources, if any**)
Withdrawal – Less than one (1) week prior to course commencement	Refund of fees paid to date less administration fee (of \$250) and less cost of resources, if any**
Withdrawal – After course commencement	No fees paid to date will be refunded

Recognition of Prior Learning (RPL)

This policy is designed to ensure the selection of suitable candidates as well as to eliminate repetitive educational and development processes. This contributes to a greater awareness of fairness and flexibility in recognition processes.

Principles:

In keeping with the policy of mutual recognition, AQF qualifications and Statements of Attainment issued by other Registered Training Organisations are recognised by Phillips Institute.

Phillips Institute recognises that when people choose to undertake education courses they bring a wealth of experience with them. This may take the form of formal qualifications, other training, skills they have gained at work and/or general life experience.

The process we have in place enables us to match these skills against the course content. If there are similarities, the need to complete some parts of the course may be reduced.

Objectives of RPL

With these principles providing a basis for action, the objectives of the Recognition of Prior Learning Policy are:

- To increase access to RPL by individuals in the Vocational Education and Training system.
- To ensure that RPL is an integral component of the assessment of an individual's eligibility for an award.
- To encourage Phillips Institute staff to implement RPL policies that are consistent with the *Standards for Registered Training Organisations (RTOs) 2015*.
- To ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to accurately assess competencies held.
- To promote non-traditional (other than classroom/workshop based only) learning processes as valid pathways to competency achievement and recognised training outcomes.

Assessment Processes:

Assessment processes ensure that:

- Assessment is Valid, reliable, flexible and fair.
- The purpose of assessment is to collect evidence that complies with the Rules of Evidence and that is Valid, Authentic, Current and Sufficient.
- Must cover the broad range of skills and knowledge needed to demonstrate competency.
- Should be a process which integrates knowledge and skills with their practical application.

- Judgements to determine competency should be made on evidence gathered on a number of occasions and in a variety of contexts or situations.
- Processes to be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- Should cover both on and off the job components of training.
- Should be made accessible to individuals so they can proceed readily from one competency standard to another.
- Must be equitable to all groups of individuals.
- Must be made clear to all individuals seeking assessment.
- Should be a participatory approach jointly agreed between the assessor and the assessed.
- Opportunities to review assessments and to be re-assessed or to appeal assessment decisions are provided

Procedures:

Previous Study or Training: on confirmation of authenticity, Phillips Institute recognises the qualifications issued by other Registered Training Organisations through our mutual recognition obligation: this means that where you have gained identical units we will recognise these and provide a credit transfer result.

Method of application:

Complete an Authority to Verify form (available from our office or in the appendices of this Handbook) and supply relevant documentary evidence of formal study or training that matches the course content. Following assessment, you may receive a Credit. If the evidence does not match exactly, you will be interviewed to assess the situation.

If you have other work or life experience that you feel has given you relevant skills and knowledge, you will be asked to attend an interview for assessment.

Benefits of Applying for RPL

Successful completion of the process could mean:

- You complete the course earlier than expected.
- You study only those subjects that you have not studied before.
- Reduction of course load allows additional time to do other courses.
- There could be a reduction in course costs.

NB: A non-refundable application and processing fee will be charged for each RPL application regardless of the assessment advice and/or outcome.

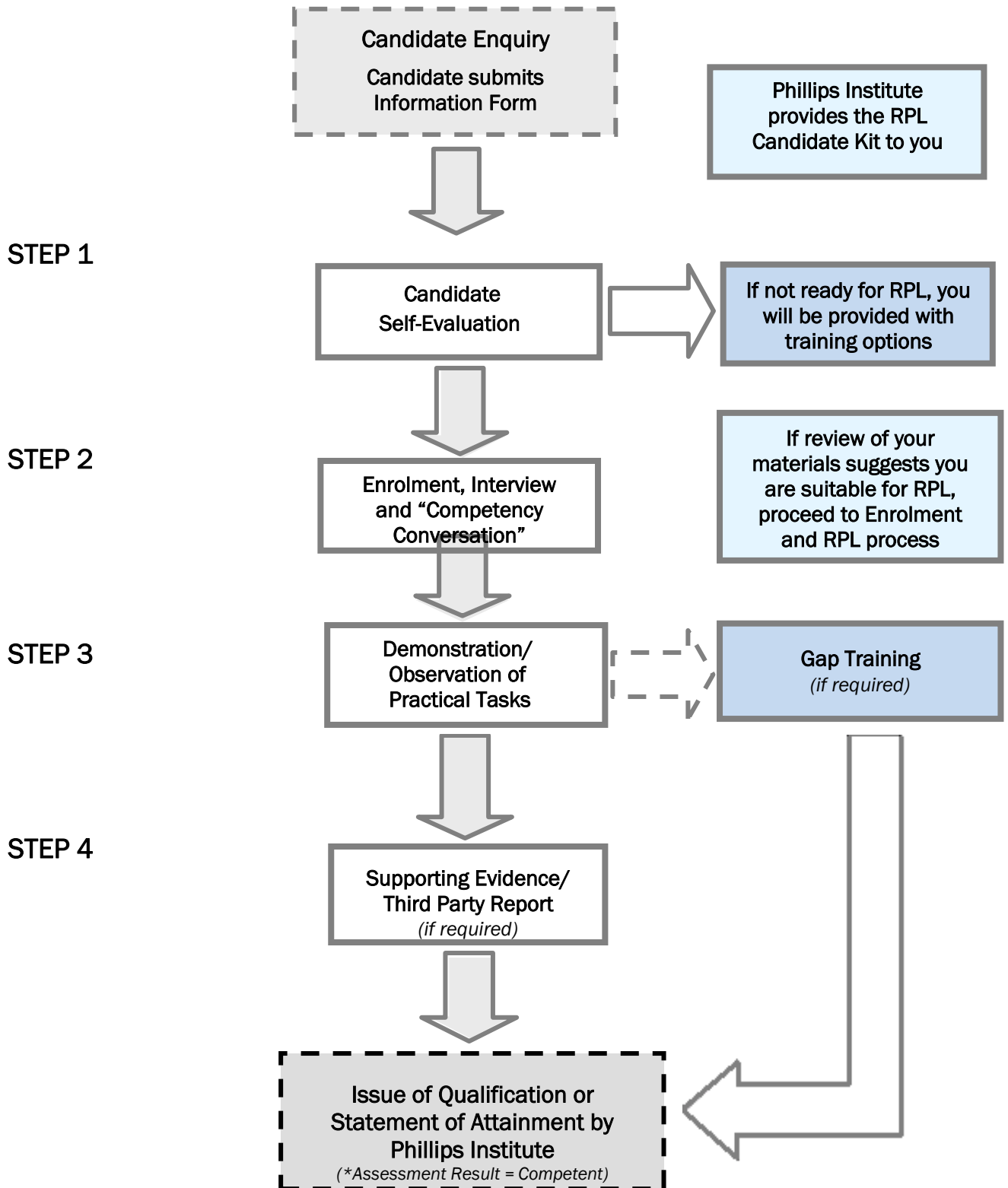
How to apply for Recognition of Prior Learning

- Complete Form A (see Appendices in the back of this Handbook) and send it with a copy of a current résumé and, where possible, a current job description, to Phillips Institute. The assessor will determine if your current work experience and/or vocational qualifications or certificates are relevant to the outcomes of the qualification for which you are applying.
- The assessor will contact the candidate and advise them of the outcome within four weeks of your initial application.
- If suitable for RPL, you will be invited to attend an interview with the assessor. You will be required to provide original documents, information and evidence of work experience. These must meet the requirements of validity, currency, sufficiency and authenticity.
- The assessor will determine, if possible at this stage, whether the candidate has demonstrated competency, or partial competency from any unit. The candidate will be invoiced for the appropriate fee and make payment.
- After the interview the assessor will, if necessary, develop a plan for the candidate. This will detail what and where further evidence is needed. This can include completion of specific workplace assessment tasks and how the evidence can be collected, through observations, written reports, questionnaires etc.
- The assessor and/or program coordinator will examine the material and determine the candidate's competency and eligibility for RPL and arrange for the qualification or Statement of Attainment to be issued if the candidate is deemed Competent.

A flowchart on the following page provides an overview of the RPL process.



Overview of the Recognition Process



Appendices

Application for RPL

RPL - Form A

NAME: _____

ADDRESS: _____

EMAIL: _____ PHONE: _____

COURSE: _____

UNIT CODE	UNIT TITLE	REASON FOR CLAIMING RPL		OUTCOME Office use only		REASON DENIED? Evidence was not:		
		Work Experience	Previous Training	Granted	Denied	valid	authentic	current
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Attach another sheet of paper if required

Candidate's Signature: _____ Date: _____

OFFICE USE ONLY:

RPL Application Fee received: / / \$ Receipt no.

Was sufficient evidence provided for a judgement of competency to be made? Y / N

Date of first interview: _____ Date of second interview: _____

Originals sighted by: _____ Date: _____

Assessor's signature: _____ Date: _____

Authority to Verify Qualifications

RPL Form C - Student / Candidate Authorisation

Submit this form with your recognition for prior learning application so that we can verify their authenticity with the issuing organisation. Submit one form per document.

Organisation or Institute - Name	
Document number and date of award	
Qualification Code and Title	

Student / Candidate Surname:	
Student / Candidate First name:	
Student / Candidate Date of birth	
Student / Candidate Email and Contact number	

I, _____, give permission to

[student/candidate to insert name above]

the institute or organisation named above to provide information to Phillips Institute, RTO number 21868, in relation to verification of certificates and/or qualifications obtained by me at the institute or organisation stated above.

This information may be supplied in the form of *(please tick all that apply)*:

- Mail (addressed to Phillips Institute, Head Office, 75A Koornang Road, Carnegie, Victoria, 3163.)
- Email (scanned and attached to email address train@phillips.edu.au for the attention of the named representative below)
- Telephone (through contact with a member of Phillips Institute staff representative on 1300 55 88 37 and/or as noted below)

Student / Candidate name _____

Student / Candidate signature: _____ Date: _____

Phillips Institute staff representative: _____

Phillips Institute staff signature: _____ Date: _____

Complaints and/or Appeals Form

Submitted by		Contact details	
Assessment Details / Location			
Trainer / Assessor			
Course Name			
Course Code		Date / Time	
Nature of complaint or appeal			
Details of complaint or appeal			
Detail your proposed solution, if any			
Signature		Date	

Attach another sheet of paper to this form if you need to add more information.

Make a copy of this form and other relevant documents and submit to the CEO, Phillips Institute, 75A Koornang Road, Carnegie VIC 3163 as soon as possible. A representative of Phillips Institute will contact you within 48 hours of receipt of this form. You may also attach this form to an email and send to train@phillips.edu.au

OFFICE USE ONLY:

Date received:		Received by:		Referred for action to:	
Course of Action required:					

Date of resolution:		CEO's signature:	
---------------------	--	------------------	--

Compliments and Suggestions Form

Submitted by		Contact details	
Assessment Details / Location			
Trainer / Assessor			
Course Name			
Course Code		Date / Time	
Nature of compliment or suggestion	<input type="checkbox"/> Trainer / assessor <input type="checkbox"/> Course or unit <input type="checkbox"/> Practical placement <input type="checkbox"/> Staff member/s	<input type="checkbox"/> Assessment materials or approach <input type="checkbox"/> Training materials or approach <input type="checkbox"/> Training facility amenities <input type="checkbox"/> Other	
Details of compliment or suggestion			
Signature		Date	

Attach another sheet of paper to this form if you need to add more information.

Thank you for your feedback. Please make a copy of this form and other relevant documents and submit to Phillips Institute, 75A Koornang Road, Carnegie VIC 3163. A representative of Phillips Institute may contact you if further clarification is required. You may also attach this form to an email and send to train@phillips.edu.au

OFFICE USE ONLY:

Date received:		Received by:		Referred for action to:	
Course of Action required:					
Date of resolution:		PI staff delegate signature:			

Accident or Incident Form

Your Name:			
Location of accident or incident			
Trainer / Assessor			
Course Name			
Course Code		Date of Incident	
Nature of the Incident			
Names and Identity of those involved			
Details of Incident			
Reported by:		Phone & Email:	

Attach another sheet of paper to this form if you need to add more information.

Make a copy of this form and submit it to the CEO, Phillips Institute, 75A Koornang Road, Carnegie VIC 3163 as soon as possible. A representative of Phillips Institute will contact you within 48 hours of receipt of this form. You may also attach this form to an email and send to train@phillips.edu.au

OFFICE USE ONLY:

Date received:		Received by:	
Action required:		Referred to:	

Date of resolution:		CEO's signature:	
---------------------	--	------------------	--

Change of Details Form

Current Student Details

Your Details – as provided with original enrolment information currently held in our records

Last Name			
First Name			
Student Number		Mobile Number	

Complete only those sections where your details have changed and submit this form to the office. Sections left blank will remain unchanged on your student record.

Update Name

Documentation must be provided to support a change of name.

Note: you must update your **Unique Student Identifier (USI)** record prior to change of name on our system

New Last Name	
New First Name	

Update Address / Contact Details

New Address and/or contact details. Leave blank if details have not changed.

Number & Street Name			
Suburb		Postcode	
State		Country	
Phone		Mobile Number	
Email			

Update Emergency Contact Details

New Emergency Contact details. Leave blank if details have not changed.

Full name			
Address			
Relationship to you		Country	
Phone		Mobile Number	
Email			

Student Declaration

I declare that to the best of my knowledge all information and documentation provided in support of this application is true and accurate, and I acknowledge that the submission of false, incorrect, incomplete or misleading information may result in the delay or cancellation of my request for a change to my details.

Student Signature* _____ **Date** _____

** (If student is under 18, parent or suitable nominated relative must sign)*

OFFICE USE ONLY:

Date received:		Received by:	
Approval date:		Approved by:	
Date changes made*:		Changes made by:	



Phillips
Institute

1300 558 837

phillips.edu.au

75A Koornang Road
Carnegie
Victoria 3163

RTO No. 21868
ABN 25118747578