



SuniTAFE

RTO ID: 22490

RTO ID: 4693

Student Handbook

Allied Health Assistant Program

HLT43021 Certificate IV in Allied Health Assistance

Training is delivered with Victorian and Commonwealth Government funding to eligible individuals.
This qualification is delivered by Exercise Research Australia Pty Ltd in partnership with Sunraysia Institute of TAFE (SuniTAFE) RTO Id: 4693.

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Introduction & Welcome

As founder and Managing Director of ERA, I can assure students that I will fully support the implementation of all quality, management, and operational functions articulated in this student handbook. I welcome your input and advice to ensure myself and our team adhere to our underlying philosophy of continuous quality improvement in all aspects of our operations.

Training and assessment will be delivered by Exercise Research Australia Pty. Ltd. (ERA), RTOID: 22490 in partnership with Sunraysia Institute of TAFE (SuniTAFE) RTO ID: 4693, under a third party arrangement. All students will be enrolled as a student of SuniTAFE, who is responsible for the quality of training and assessment under these arrangements, and for the issuing of all qualifications and statements of attainment. Any changes to the third party arrangement will be communicated to students. (Complaints about the training services delivered under these arrangements can be directed to SuniTAFE, and complaints procedures are available on [our website](#).)



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Our Company

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Exercise Research Australia Pty Ltd (ERA) is a Registered Training Organisation (RTO). We specialise in delivering Allied Health education programs to a wide range of groups in the community. We are passionate about delivering the highest level of service to all our clients to enhance their individual outcomes.

Our Team

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We recognise the importance and benefits of combining industry experience with tertiary education to deliver programs of the highest quality with industry relevance. Our team of educators bring decades of combined experience and knowledge to our programs, extending across the disciplines of exercise and sports science, strength and conditioning, clinical exercise physiology and rehabilitation

Dr. Melissa Arkinstall - Managing Director of ERA, leads our team as an accomplished sports scientist and respected educator of exercise physiology and physical education. Melissa is a key author of the VCE PE textbook published by Macmillan Education Australia. Her expertise includes the areas of applied sports physiology, sports testing, and endurance training. Melissa is a member of the Advisory Board for La Trobe University's Sport, Exercise and Rehabilitation Research Focus Area.

Each of our Vocational Education & Training (VET) trainers and assessors possess significant industry experience. They are experienced Allied Health Assistants, qualified Physiotherapists, or Accredited Exercise Physiologists, with many holding a postgraduate level qualification (Masters, PhD). We believe that this experience is a major point of difference in our program delivery. We give our students access to our team of experts and they walk them through the practical learning and application of industry essential skills.

Find out more about the ERA team:

→ Our team

Our Assurance of Quality

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ERA in partnership with SuniTafe are committed to providing the highest quality programs to our students by ensuring that the most accurate and up to date industry information is being delivered and assessed. Regular advances in knowledge and practice are commonplace in the Allied Health sector, but we pride ourselves on our ability to consult with our industry network and give our graduates the most contemporary industry currency in their field.

Our industry stakeholders include:

Universities

Exercise Physiology Practices / Exercise Physiologists

Physiotherapy Practices / Physiotherapists

Hospitals / Allied Health Professionals and Allied Health Assistants

Our Managing Director, Industry Partnerships team, and Trainers/Assessors communicate with our industry stakeholders on occasions throughout the year to identify areas of skill shortages and employer needs, which we then address through the continual improvement and redevelopment of our program.

For a full list of current industry stakeholders, visit the [ERA website](#) and head to the partnerships section.

The Application & Enrolment Process 4

The ERA team are committed to identifying and meeting our students' needs through initial contact, information sessions, and applicant interviews. Our goal is to determine the best program for their educational and/or employment needs and aspirations. To achieve this, we implement a 5-phase application and enrolment process, as illustrated below.



Phase 1 | The Enquiry

Occurs when a person who is interested in the Allied Health Assistant Program, downloads and reads the program outline. During this phase, they can use the Eligibility Checker to get an indication if they may be entitled to access a government-subsidised training place for the HLT43021 Certificate IV in Allied Health Assistance qualification. Based upon the indicative result, we provide them with information about the related fees and charges associated with the program. To further assist them in making an informed decision about applying to enrol in the program, potential applicants may book a consult time with the Student Programs Advisor to find out more.

Phase 2 | The Online Registration of Intent to Apply to Enrol

Occurs when a person registers their intent to enrol in the program by completing ERA's online registration form. Following submission of their ERA online registration form, an email confirming receipt of their application is sent to the applicant.

Language, Literacy & Numeracy (LLN):

All applicants are required to complete an online Language, Literacy & Numeracy (LLN) quiz designed to check their readiness for study at a Certificate IV qualification level. These results are considered alongside the information provided in the online registration form to determine their suitability to enter our program and to identify where additional support may be needed.

Applicants deemed to be suitable candidates for the Allied Health Assistant Program will be contacted via email to arrange a suitable time to attend a compulsory Pre-Training Review (PTR). Applicants who are deemed unsuitable for entry into our program are provided with the result and the grounds the decision was based upon via email.

Phase 3 | Pre-Application Meeting and Application

The Pre-Application Meeting, or PAM, allow ERA to have a discussion with the applicant to further assess their educational and employment needs and desired outcomes based on the information they provided in their online registration. The PAM is another great opportunity for an applicant to have their questions answered or concerns addressed at an early stage. The student will be provided with the SuniTafe Application Form at the end of this Pre-Application Meeting - to progress to an application they will be required to complete the mandatory fields and submit.

Phase 4 | PTR Forms with LLN as part of process

Your Pre-Training Review, undertaken by SuniTafe, will determine your suitability for the course, and all applicants will undertake a Language, Literacy and Numeracy Assessment as a part of this enrollment stage, designed to check their readiness for study at a Certificate IV qualification level. These results are considered alongside the information provided in the online registration form to determine their suitability to enter our program and to identify where additional support may be needed. As part of this step you will be required to provide us with your Unique Student Identifier (USI) and Proof of Permanent Residency.

Phase 5 | Offer/Confirmation of Enrolment

An Enrolment Advisor will be in contact where you have been deemed suitable for the course and all documents are in order and you will be given details of how to finalise payment for your enrolment.

The Qualification

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The program is centred around the delivery of the nationally recognised and accredited qualification HLT43021 Certificate IV in Allied Health Assistance. This qualification comprises of 18 units of competency, made up of 10 core and 8 elective units, as listed in the chart below.

Professional Practice (PP)	Learn the roles and responsibilities of an Allied Health Assistant within the workplace and how to work within a multidisciplinary team.
Physical Health Status (PHS)	Learn how to observe and monitor a patient's health status by applying knowledge of body systems and health records.
Placement Induction (PI)	Learn how to facilitate empowerment of, and promote independence to, patients and their carers and family members.
Patient Support (PS)	Learn how to apply principles of exercise prescription and delivery to safely guide a patient or client through an exercise program developed by an AHP.
Hospital AHA (HAHA)	Learn how to work as an Allied Health Assistant in a hospital work setting.
Community AHA (CAHA)	Learn how to work as an Allied Health Assistant in a community setting.

		PP	PHS	HAHA	PS	CAHA
CHCCCS020	Respond effectively to behaviours of concern (core)					
CHCDIV001	Work with diverse people (core)					
HLTWHS002	Follow safe work practices for direct client care (core)					
HLTAHA049	Recognise impact of health conditions (core)					
HLTAAP001	Recognise health body systems (elective)					
HLTAAP002	Confirm physical health status (elective)					
HLTINF006	Apply basic principles and practices of infection prevention control (core)					
HLTAHA047	Engage with clinical supervision and delegation (core)					
BSBMED301	Interpret and apply medical terminology appropriately (core)					
HLTAHA028	Deliver and monitor physical or manual therapy programs (elective)					
CHCCCS001	Address the needs of people with chronic disease (elective)					
CHCCCS036	Support relationships with carer and family (core)					
CHCCS038	Facilitate the empowerment of people receiving support (core)					
HLTAHA027	Assist with an allied health program (core)					
HLTAHA029	Support independence and community participation (elective)					
HLTAHA031	Assist in rehabilitation programs (elective)					
HLTAH033	Conduct group sessions of individual outcomes (elective)					
HLTAHA044	Work within a community rehabilitation environment (elective)					

The program is delivered by our team of qualified trainers and assessors who are also high performing industry professionals. The program is suited to those individuals who are interested in pursuing a career in the Allied Health sector with little or no experience and are typically university students studying a related Allied Health discipline such as Biomedical Science, Health Science, or Sport and Exercise Science degree.

Career Opportunities

There has been a rise in lifestyle-related diseases such as obesity, diabetes, coronary heart disease, and chronic pain. This has increased the demand for industry-ready Allied Health Professionals (AHPs). The role of the Allied Health Assistant is to support AHPs by performing both clinical and non-clinical duties.

The purpose of the program is to:

1. Establish readiness to work as an Allied Health Assistant
2. Provide valuable insight into the allied health industry
3. Increase opportunities for further study or career pathways

As a qualified Allied Health Assistant, students may find employment with a range of AHPs such as occupational therapists, physiotherapists, speech pathologists, podiatrists, and more. They can work with these AHPs in community or hospital settings.

Industry Recognised Graduates

We know from employer feedback that AHA program graduates are recognised as professionals with exceptional knowledge and practical skills. This has led to employer groups requesting representation within our program delivery so that they may be the first to access AHA graduate pool, most notably through the offering of industry placement opportunities that connect the students to relevant organisations and people.

Central to the quality of students of the AHA program is the team that supports the training and assessment of our program. Each ERA trainer/ assessor is actively still engaged in their vocation, which not only extends the networks available to AHA students, but it also enables them to bring the most current practices from research and industry into both the design and delivery of our program. All of this ensures that our students are recognised as proficient and contemporary practitioners in the eyes of the industry.

The AHA Program

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The AHA program has been developed to give students the most current and relevant set of skills that will address a growing health need within our community and enhance their employment potential. It will also provide them with the opportunity to develop industry specific skills in line with their chosen career pathway and/or pursue further educational opportunities.

This qualification requires demonstration of strong practical skills that are gained during at least 120 hours of placement experiences. The AHA students work under supervision with a range of client groups and in a range of settings, and they are able to build their professional network as a result.

ERA is a tech-savvy training organisation! We value integrating the latest technology used by industry within our program, so that our graduates enter the workforce with this knowledge.

This program prepares students to directly assist physiotherapists and other Allied Health Professionals (AHPs) in public and private institutions. Students will learn how to deliver therapeutic rehabilitation programs to improve client mobility, health, and fitness where the program has been endorsed by the AHP. This program has been designed to enhance student employment opportunities by providing access to our in-house industry experts and extensive network of practitioners.

Practical placement opportunities greatly assist students seeking further relevant educational opportunities in specialist industry areas. Graduates will acquire the skills and knowledge to work in a variety of different settings including a gym, hospital, private practice, in the community, and in a patient's home as part of an Allied Health team approach.

Become Industry Ready	Be able to work with real clients! ✔ Work in hospitals or community health settings ✔ Work in multidisciplinary teams ✔ Perform clinical and non-clinical duties
Increase Your Employability Options	Get qualified! ✔ HLT43021 Certificate IV in Allied Health Assistance
Secure at least 120 Hours of Industry Experiences	Gain essential industry experience in: ✔ Private physiotherapy practices ✔ Community health centres ✔ Sport injury & rehabilitation facilities ✔ Hospital rehabilitation centres
Build Your Professional Network & Future	Work alongside industry professionals: ✔ Accredited Exercise Physiologists ✔ Physiotherapists ✔ Occupational Therapists ✔ Allied Health Assistants

Modes of Program Delivery and Study Load

Our class schedules are designed with maximum flexibility, considering that a large portion of our student base are engaged in other educational activities and/or work commitments. The AHA program is delivered as a blended model with a combination of self-directed learning, online tutorials and practical classes. In addition, students are required to attend industry placement.

The AHA program offers suitable students an accelerated delivery option of this program to lighten their ERA study load during the university teaching period. It is only the ERA study load per week that differs between program delivery options, providing students with an opportunity to complete the program sooner.

Standard Program Delivery

Duration: 12 months
Study Load: Approx. 8 hours per week

Accelerated Program Delivery

Duration: 8 months
Study Load: Approx. 8 hours per week (during university teaching period)
Approx. 16-24 hours per week (outside university teaching period)

Students can view their official class timetable by accessing their online learning portal CANVAS. Students take full responsibility for meeting the required time commitments of our program. Schedules may change due to a variety of factors such as: the availability of our placement providers, university group commitments and/or external exam schedules. ERA work closely with each of our university partners to accommodate their varying semester timetables.

Practical Days

Our blended learning model includes practical days with the trainer/assessor. There are 19 practical assessment days at ERA that students must attend. Students can view when these dates land via their class timetable, in order to suitably plan ahead. Practical days run from 9am–4pm, with a scheduled lunch break of between 45-60 minutes. Students need to arrive at least 15 minutes prior to class starting.

Self-directed Learning

Self-directed learning weeks require students to complete a set amount of learning modules in their own time, at their own pace – so long as all the required content is completed by the 'Assessment Milestone'. Assessment Milestones are located periodically throughout the program to ensure students complete the required self-directed learning content prior to attending practical days or tutorials.

If students need assistance with self-directed learning content, they are encouraged to attend support sessions to meet with their trainer. It is expected that students apply themselves diligently during their self-directed learning weeks to maximise learning outcomes. It is important for students to know that their engagement time on CANVAS and activity against each module in the qualification is closely monitored by our trainers and assessors.

Practical Placement | Industry Activities

At least 120 hours of relevant industry placement is a mandated requirement of this qualification. This represents an important part of our students learning that can only be achieved through practical hands-on industry experience.

Students will gain 120 hours of practical industry experience whilst undertaking their placement hours at a leading healthcare organisation.

ERA utilises a placement software called SONIA, which assists us to coordinate student placement activities across our placement providers. Students can log in to their SONIA account on their desktop computer, smart phone or tablet, enter their preferences for placement providers, enter timesheets, track their own progress/hours, upload documents (police check, immunisations, First Aid) and enter notes about their placement activities, which are then reviewed by ERA staff as part of the assessment process.

Mandatory Checks Required for Placement

Students are advised that the following certificates are required to access ERA placements:

- CPR & First Aid
- Working With Children's Check
- National Police Check
- ERA Immunisation Card

Students will be required to have a consultation with their regular GP or university medical centre/ university medical contact to complete their ERA Immunisation Card. This may include additional immunisations at a cost to the student, in addition to a consult fee.

Due to our placement providers operating within the Healthcare sector, their placement requirements are mandatory. If students are unable to obtain any of the mandatory placement checks due to religious, cultural, medical or ideological reasons, they will need to contact the ERA Placements team to discuss their options. If a student doesn't obtain the required mandatory checks prior to their placement commencement, they risk being unable to complete the qualification.

Program Assessment

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Assessment is necessary for a trainer and assessor to evaluate if a student satisfies the minimum standards expected in the workplace as expressed in the relevant endorsed industry competency standards. We pride ourselves on delivering content and assessment practices that accurately meet industry standards to equip students with the essential skills and knowledge to be 'job ready' and successful in the workplace.

Assessment in Vocational Education & Training is based on Competency Based Assessment (CBA). CBA is the way competency is recognised as being attained. It determines if your workplace performance matches the workplace standard for competency. ERA is committed to quality assuring all our training and assessment services. All assessments conducted by ERA will be measured for their validity, reliability, flexibility and fairness. We assess based on evidence we gather on several occasions and across a variety of contexts.

How Do We Assess?

To assess competency, four (4) basic methods of assessment are used. These methods are:

- 1) Projects
- 2) Observations (by an ERA assessor)
- 3) Observations (third-party report)
- 4) Quizzes

What Grades Do Students Receive?

Assessments are used to result a unit of competency as either 'Competent' or 'Not Yet Competent'. Each assessment task is graded as either Satisfactory or Not Satisfactory which appear on a student's CANVAS portal as 'S' or 'NS'. If a NS result is obtained, students will have the opportunity to be reassessed at no cost, as per the assessment guidelines provided. This is also explained to applicants during the Pre-Application Meeting prior to enrolment. Once all assessment tasks for a unit are assessed as satisfactory, the student is deemed 'Competent' by the assessor for each of that units. Where one or more assessment tasks are NS, the student is deemed Not Yet Competent for the associated units.

Feedback to Students

Students are provided with feedback by the trainer/and or assessor for each assessment task. Feedback can be:

- Verbal – face-to-face or phone
- Discussions (with the class or with the individual student) at the conclusion of practical assessment
- Written feedback (comments to the individual on CANVAS or general feedback to the class via a CANVAS announcement)

Assessment Submission

All students must submit their assessments **on or before** the due date and time listed on their CANVAS calendar. Written forms of assessments (graded quizzes and projects) will only be accepted via CANVAS. If students require assistance in submitting or preparing for an assessment, they can watch the 'Assessments' guide on CANVAS or contact their ERA trainer via the portal.

Class Attendance & Absences 8

It is our expectation that students attend all classes as per their course calendar which they view on their CANVAS online learning portal. It is a student's responsibility to keep up to date with their class schedule and assessment due dates by viewing all online learning materials. Any changes to class timetables are communicated to students on CANVAS within a reasonable time frame so that their personal schedules can be adjusted ahead of time. Students are to check their CANVAS online portal daily as it will be the main form of communication between them and our staff.

Planned Absence from Class

A student must provide their trainer with a **minimum of 1 business day notice** of their planned absence from a face-to-face class by phoning ERA to advise their trainer OR using CANVAS to advise their trainer. The student will be advised of the learning and assessment they'll miss, and alternative arrangements will be made to ensure the student continues to meet the study requirements of the program. It is the student's responsibility to then utilise online resources available during their absence and access trainer support where required. The student will be recorded in our student management system by the trainer as a 'notified absence'.

Unplanned Absence from Class

A student must call the ERA office **at least 30 minutes prior to class commencing** to advise they are unable attend a face-to-face class on that day and provide the reason as to why. If the trainer is not available when you call, another staff member will take the details of your message and pass it onto the trainer. The student will be recorded in our student management system as a 'notified absence'.

We do not accept text messages or emails as notice of an unplanned absence.

Training Fees & Charges 9

Students can view detailed information about the standard Training Fees and Charges associated with the AHA Program* on the Third Party Agreement [webpage](#) on our website.

*Standard Fees & Charges do not apply to students undertaking the AHA program under a formal ERA & University partnership arrangement as these students have different fee arrangements. These students are made aware of the tuition fee and other program fees by using the eligibility checker where the fees advertised are customised in line with the partnership arrangement.

*In accordance with the Skills First Aboriginal Access fee waiver, ERA does not charge the tuition fee portion of training fees and charges to students who identify as of Aboriginal or Torres Strait islander descent.

Payment Plans & Payment Methods 10

SuniTAFE accepts payment via EFTPOS/credit card. Full payment of course fees or commitment to one of the alternative options outlined in the [fees and charges document](#) must be completed prior to commencing training.

Cancelling Your Enrolment 11

ERA and SuniTafe understand that sometimes a student may decide to not continue with the qualification. To cancel enrolment in the AHA program, a student must discuss their intention to withdraw from the course with their Trainer or the Training Manager and fill out the [Student Withdrawal Request](#) form.

If a student is demonstrating repeated concerns regarding the training and assessment and/or placement expectations outlined below, they will be deemed 'at risk' and provided with additional support and meetings with the appropriate ERA manager. If the student fails to make agreed improvements after support meetings, they may be withdrawn from the program. Placement concerns relate to a student's placement and may include poor performance in any of the following areas: attendance, behaviour, documentation, training support (i.e. placement performance). Training and Assessment concerns may include poor performance in any of the following areas: attendance, behaviour, communication, submission quality, milestones, and due dates.

Refund of course fees policy is found [here](#).

Refund Policy 12

A student may be entitled to receive a full or partial refund based upon the [SuniTafe Refund of Course Fees Policy](#).

Overdue Accounts 13

Students with overdue accounts should refer to SuniTafe's [Fees, Charges and Payment procedure policy](#).

Recognition Pathways

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ERA recognises AQF qualifications and Statements of Attainment issued by other Registered Training Organisation in Australia and communicates this recognition through information provided to applicants during the pre-training review and enrolment process (Phases 1-3).

Credit Transfer (CT)

A Credit Transfer exists when a person was assessed as Competent in a unit of competency (UOC) at another educational provider and that same UOC exists in our program. Students must be able to provide ERA with a Statement of Attainment or Transcript of Results from the other educational provider to enable us to cross check it against the 18 UOC's in our program. Where one or more CT's exist, the student's training plan is updated to reflect this outcome at the UOC level.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for partial or total completion of a qualification. It means that the candidate gains credit towards all, or part of a vocational qualification without undertaking the complete training program. RPL can be granted for one or more units of competency (UOC). This means that when undertaking the qualification, the training and assessment volume can be reduced.

Note: RPL is only granted for a complete unit of competency and therefore no partial RPL will be considered.

When Would Someone Apply for RPL?

Most people apply for RPL when they are considering enrolling into a complete qualification but believe that they already have some of the knowledge and skills that are obtained when completing the full qualification. Where this knowledge and skill can be linked to a UOC, the individual may wish to apply for RPL for that UOC.

If the individual commences a qualification, they will not be required to undertake training and assessment for that particular UOC where they have been deemed 'competent' in that UOC through the RPL process.

Applying for RPL and Associated Fees

- 1) SuniTafe will complete required RPL assessments in line with their [Skills Recognition Services](#) policy.
- 2) SuniTafe will complete Credit Transfer assessment in line with same.
- 3) Associated costs for RPL are outlined in [SuniTAFE Tuition Fees and Charges](#).

How to Extend the Program?

Students must notify their trainer via CANVAS of their request to extend their program and include their reason for extension, in addition to providing a proposed date that they wish to extend their program to. The student is required to meet with their trainer (via face-to-face, telephone or online meeting) to discuss the extension request and to determine a reasonable time frame for both the student and ERA to complete the training. The meeting must take place prior to when the program is scheduled to conclude. There is no fee charged to the student for extending their program.

Students need to be aware that ERA are under NO obligation to deliver training and assessment outside of the agreed period defined in a student's **original** training plan.

Student Rights & Responsibilities 15

Rights

- 1) To receive all information required prior to enrolling in the program in order to make an informed decision. This includes but is not limited to modes of study, program fees and charges, terms of enrolment, policies and procedures, program requirements, program information and provider information;
- 2) To sign an agreement with Exercise Research Australia Pty Ltd outlining the terms and conditions of enrolment of the program and a final confirmation of the fees payable;
- 3) To seek advice or support from staff or personnel when required;
- 4) To apply for RPL or CT;
- 5) To access their own records that relate to current or past training and assessment with us.
 - a) Students should email office@exerciseresearch.com.au with the subject line - Attention: Training & Quality Coordinator, to request a copy of their records which will be provided to them within 14 days of their request;
 - b) For privacy purposes a student will be required to provide certain identification to the TQC prior to receiving any information about their records.

Responsibilities

- 1) Follow and adhere to each of the policies and procedures detailed in this handbook and in the CANVAS student online portal;
- 2) Treat the ERA staff, fellow students, and all other visitors to ERA with respect and courtesy;
- 3) Comply with our Student Code of Conduct as detailed in this handbook;
- 4) Attend all scheduled classes (unless a reason for absence is provided prior);
- 5) Arrive at class 15 minutes before the scheduled time;
- 6) Display appropriate behaviour so as not to disrupt the learning of other students;
- 7) Bring all necessary materials to class, including a laptop;
- 8) Dress in or bring appropriate active wear for practical classes;
- 9) Treat supplied materials with care as there will be a replacement fee;
- 10) Complete and submit all assessment tasks by the due date and time (unless prior arrangements have been agreed upon with the trainer);
- 11) Provide up to date emergency contact information;
- 12) Read all ERA health and safety guidelines;
- 13) Communicate concerns, questions or complaints to an ERA staff member as soon as possible in line with ERA procedures;
- 14) Inform ERA when your personal details change, i.e. change of address, telephone number, or financial circumstances that may affect your ability to meet your payment requirements;
- 15) Inform ERA of any changes to your enrolment status i.e. transferred, deferred or cancelled;
- 16) Obtain a CPR/First Aid, Working With Children's Check, National Police Check and immunisations as required prior to commencing industry placement.

Student Code of Conduct

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ERA and SuniTafe make every effort to practice co-operation and mutual respect in all their day-to-day interactions and to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to all ERA and SuniTafe staff and your fellow students. ERA reserve the right to refuse students access to the training venue in addition to requesting a student to leave the premises if we are under the belief that a breach of the Student Code of Conduct has taken place. Students will be expected to follow both SuniTafe's code of conduct and ERA's Code of Conduct. ERA's Code of Conduct is listed below, and SuniTafe's code of conduct can be found [here](#).

Code of Conduct | General

- 1) Students must not behave in a violent or offensive manner towards other students, ERA staff members or to any external staff/clients/customers associated with ERA;
- 2) Students must at no time misuse or abuse the equipment or facilities used to provide training;
- 3) Unless the trainer/assessor allows it for the purpose of assessment, students are not permitted to be on a personal device such as smart phone/tablet/laptop whilst assessment is being conducted;
- 4) Any deliberate damage to equipment and/or facilities must be paid for by the student(s) responsible;
- 5) Students must not smoke in any area of the premises;
- 6) Students must not be under the influence of alcohol or mood-altering substances or bring and/or consume alcohol or mood-altering substances whilst on the training premises;
- 7) Students must wear appropriate clothing and footwear for physical activity to each class in order to undertake the practical requirements of the program;
- 8) Sandals and open toe shoes will not be accepted in the gymnasium or hospital simulation room;
- 9) Students are required to bring a towel and a drink bottle to class for use in the gymnasium and during practical activities;
- 10) Students are to keep the training environment safe and tidy by storing all weight plates and dumbbells on the racks provided;
- 11) Students must not leave equipment laying out on benches or the gym floor after exercise;
- 12) Students must remove weight plates from bars and store them appropriately after use;

the reception area;

- 13) Students must not leave their bags or other belongings in the gymnasium or hospital simulation room at any time;
- 14) Students must maintain an acceptable level of personal hygiene before, during and after any physical activity. For this purpose, there are showers located in the bathrooms on the ground floor for student use;

Code of Conduct | CANVAS Online Portal (LMS)

The CANVAS portal is a one stop shop for everything relating to the student's program – their class calendar, screencasts, videos, lectures, resources, website links, and assessments. CANVAS has been designed for educational purposes and is permitted only for personal use. All material and resources are subject to copyright permissions. Students are not permitted to copy or reproduce any of the material without PRIOR written permission and approval by the Managing Director. Students receive personalised login credentials to access their own CANVAS portal.

It is the student's responsibility to:

- Keep their own login details safe as they are fully responsible for all activity under their login.
- Download the CANVAS app to their smart phone and/or tablet with notifications switched to 'on'.
- Login to their CANVAS portal daily to view all new announcements, grades, and communication to them from staff at ERA
- Ensure all work they submit during the program is their own.

Student Internet Use Policy 17

This policy has been developed to ensure that our network is able to cater sufficiently for the needs of the business. We are only able to achieve this by separating the networks used by staff and students and monitoring usage to set-up access to the sites required for undertaking the work requirements of the Allied Health Assistant Program. This policy sets out guidelines for acceptable use of Exercise Research Australia's computer network, by students enrolled with us. If a student is unsure about what constitutes acceptable internet usage, then it is their responsibility to ask their trainer for further guidance and clarification.

This policy applies to all students of Exercise Research Australia who use any device that utilises the company network/internet connection. All students must adhere to the policies concerning computer and internet usage. Violation of this policy could result in disciplinary and/or legal action including cancellation of your enrolment from the Allied Health Assistant Program. In this case, your University would also be notified in writing of this event and associated disciplinary actions would ensue. Students may also be held personally liable for damages caused by any violations of this policy.

During the PTR process, all students choosing to enrol at ERA will be required to acknowledge receipt and confirm that they have understood and agree to abide by the rules of this policy.

Computer and Internet Usage

- Students are expected to use the internet responsibly and productively. Internet access is limited to study-related activities.
- Limited personal use is permitted where it:
 - Is infrequent and brief;
 - Does not interfere with the course work expected to be carried out;
 - Does not interfere with the operations of Exercise Research Australia;
 - Does not compromise the security of Exercise Research Australia's hardware and software systems;
 - Does not impact on Exercise Research Australia's electronic storage capacity;
 - Does not decrease Exercise Research Australia's network performance (e.g. streaming of YouTube videos);
 - Does not incur any additional expense for Exercise Research Australia;
 - Does not violate any laws;
 - Does not compromise any confidentiality requirements of Exercise Research Australia;

- All Internet data that is composed, transmitted and/or received by Exercise Research Australia's computer systems is considered to belong to Exercise Research Australia and is recognised as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties;
- The equipment, services and technology used to access the internet are the property of Exercise Research Australia and the company reserves the right to monitor internet traffic and monitor and access data that is composed, sent or received through its online connection;
- All electronic devices (business and personal) when connected to our networks will be monitored (in terms of site access and data usage) by a third party who will provide reports to ERA management each month as requested.

Unacceptable Use of the Internet by Students

Includes, but is not limited to:

- Sending or posting discriminatory, harassing, or threatening messages or images on the internet;
- Using computers to perpetrate any form of fraud, and/or software, film or music piracy;
- Stealing, using, or disclosing someone else's password without authorisation;
- Downloading, copying or pirating software and electronic files that are copyrighted or without authorisation;
- Sharing confidential material, trade secrets, or proprietary information outside of the organisation;
- Hacking into unauthorised websites;
- Introducing malicious software onto the company network and/or jeopardizing the security of the organisation's electronic communications systems;
- Passing off personal views as representing those of the company.

All terms and conditions as stated in the Student Internet Use Policy are automatically applicable to all users of Exercise Research Australia's network and internet connection.

All terms and conditions as stated in this policy reflect an agreement of all parties and should be governed and interpreted in accordance with the policy and procedure mentioned above.

Student Support Mechanisms 18

How Do We Help?

If a student advises ERA staff of a specific learning need either at the time of enrolment or during the program, we will do our very best to provide them with the appropriate support and guidance with the aim of assisting them to obtain competency in the program they have undertaken with us. This assistance provided by ERA staff will be within the principles of fairness and flexibility of workplace assessment and will be offered in a discrete manner.

If a student meets the AHA program entry requirements but during the pre-training review and/or across the duration of their training it is identified that the student needs support, the student will be advised by our staff of the support measures available to them at ERA. For instance, additional staff support time and/or material can be made available to students who identify as having difficulty understanding course content or ERA processes throughout the program.

Students with literacy and/or numeracy support needs will be given opportunities to carry out a series of tasks, or complete a number of activities to support the development of their skills to the required level. Trainers and Assessors are advised during the Implementation Team Meeting about any students who were identified during their pre-training review as requiring additional and/or specialised support.

Course Content Support

Should you require assistance with the content being delivered and assessed within your program, please use the support sessions available to speak with an ERA trainer. Instructions on how to access support sessions will be provided to you during the 'Program Essentials' course.

Book an individual support session



Attend online Q&A class support sessions



Ask questions before and after practical days or tutorials

Student Support and Assistance

- Following enrolment, all ERA training staff will be available to provide support to students via student support sessions. These sessions are displayed in the student's 'Canvas calendar'.
- Students identified by ERA staff as requiring support will be provided with information on the support available and encouraged to use these services.
- All students are provided with a number of support documents in the form of written guides and video resources located in the students' Canvas LMS.
- Students' may also request their trainers support during their lunch break.

Complaints & Appeals 19

The purpose of having a Complaints and Appeals Policy and Procedure is to provide appropriate mechanisms and procedures to follow for anyone that has a complaint or appeal that needs to be addressed by our organisation. Complaints about the training services delivered under this arrangement can be directed to SuniTAFE, and complaints procedures are available [here](#).

Plagiarism & Cheating 20

ERA management and team members are committed to identifying all plagiarism, collusion, and cheating by students undertaking any of its assessments. This includes applying corrective actions to prevent plagiarism, collusion, and cheating contributing to a unit of competency (UOC) being resulted as competent. In the most severe case this may result in cancellation of a student's enrolment concerned.

Procedure

Students identified as engaging in any actual or suspected plagiarism or cheating in any assessment are reported to the Training Coordinator or the Lead Trainer immediately following the discovery of the action by the trainer and/or assessor.

- The student is provided written notification of the allegation of plagiarism or cheating, whereupon a meeting is scheduled between the student and the Training Coordinator or Lead Trainer.
- During the meeting, the student is advised of the details of the allegation and provided the right to state their account of the alleged offense.
- All student interview outcomes will be recorded in writing and placed in the students file. The student will be required to sign and date this document to confirm and acknowledge the interview and its outcomes.
- If the student denies their involvement in plagiarism or cheating, ERA management will delay any further action until the allegation is further reviewed and evidence examined.
- Where the allegation cannot be substantiated by reasonable evidence, the assessment outcome will be upheld.
- Where the allegation is authenticated by the evidence presented, the student's assessment outcome will be cancelled, and they will be provided with an opportunity to take responsibility for their actions and own up to the offense. The student is then required to re-submit an assessment task that has been modified.
- Where the allegation is authenticated and the student refuses to admit their wrongdoing, the assessment outcome will be cancelled. The student is then required to re-submit an assessment task that has been modified and pay a reassessment fee of \$50.
- Should the student wish to appeal the outcome, they are required to follow the complaints and appeal process. Their enrolment will be maintained for the duration of the appeal. Where required an independent adjudicator will be sought and their enrolment will only be cancelled if the appeal is denied.
- The VET Operations Manager shall apply their own discretion on a case by case basis as to whether the student's enrolment in the entire program ought to be cancelled. In the instance that the VET Operations Manager decides to withdraw the student from the program, a statement of attainment shall be issued to the student for any units assessed as competent where those units were not the subject of plagiarism and/or cheating.

Issuing a Qualification

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We are committed to providing students with accurate and timely access to their course completion records.

Qualification Certificates are issued to students who meet all the required outcomes of the HLT43021 Certificate IV in Allied Health Assistance, in accordance with the Standards for RTOs 2015. A Statement of Attainment will be issued where the student has completed at least one unit of competency, but has not completed the full list of units required for the full qualification.

Certificates and SOA's are issued to a student via email in PDF format within 30 calendar days of the student being assessed as meeting some or all the requirements of the qualification providing all program fees owed to ERA by the student have been paid in full.

How to Order A Printed Copy of a Certificate or Statement of Attainment?

Should a student require a printed copy of their certificate or SOA, they are required to follow the steps below.

- 1) Send an email to office@exerciseresearch.com.au with the subject line - Attention: Training & Quality Coordinator, and include the following details:
 - a) Their full name, date of birth, address and contact number;
 - b) USI number;
 - c) The year in which they completed their qualification;
 - d) Their mailing address.
- 2) Upon receipt of the email, the TQC will email the student an invoice for \$50.00;
- 3) The student must pay the invoice;
- 4) Once ERA has received payment in full, the certificate/SOA will be mailed.

ERA takes no responsibility for the student's certificate or SOA once posted. It is each student's responsibility to ensure they provided us with the correct mailing address.

Students should direct their queries regarding their Certificate or Statement of Attainment to office@exerciseresearch.com.au with the subject line - Attention: Training & Quality Coordinator.

Legislation Details

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Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. ERA will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to our scope of registration.

ERA recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

All enrolled students are provided with legislative and regulatory advice that may impact on their participation in vocational education and training prior to enrolment and throughout the duration of their training with us. This will be communicated to students in writing and by the trainer or ERA management.

Complying with Legislation

ERA complies with relevant government laws including (but not limited to) Commonwealth and State legislation such as:

Commonwealth

- Copyright Act 1968.
- Disability Discrimination Act 1992.
- Disability Discrimination Amendment (Education Standards) Act 2005.
- Freedom of Information Act 1982.
- National Occupational Health and Safety Commission (Repeal, Consequential and Transitional Provisions) Act 2005.
- The Australian Human Rights Commission Act 1986.
- Work Health and Safety Act 2011.
- Privacy Act 1988.
- Privacy Amendment (Enhancing Privacy Protection) Act 2012.
- Racial Discrimination Act 1975.
- Age Discrimination Act 2004.
- Sex Discrimination Act 1984.
- Competition and Consumer Act 2010.
- Fair Work (Registered Organisations) Act 2009.
- Vocational Education and Training Funding Amendment Act 2001.
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Act 2005.

- Corporations Act 2001.
- A New Tax System (Goods and Services Tax) Act 1999
- National Vocation Education and Training Regulator Act 2011.
- Standards for Registered Training Organisations (RTOs) 2015.

Victorian

- Disability Act 2006.
- Disability Services (Amendment) Act 2000.
- Disability Amendment Act 2012.
- Disability Amendment Act 2013.
- Equal Opportunity Act 2010.
- Education and Training Reform Act 2006.
- Education and Training Reform Regulations 2007.
- Australian Consumer Law and Fair Trading Act 2012.
- Fair Work (Commonwealth Powers) Act 2009.
- Freedom of Information Act 1982.
- Privacy and Data Protection Act 2014.
- Occupational Health and Safety Act 2004.
- Professional Standards Act 2003.
- Health Records Act 2001.
- Working with Children Act 2005.
- Child Wellbeing and Safety Act 2005.
- Charter of Human Rights and Responsibilities Act 2006.

Work Health and Safety (WHS)

ERA will, as far as practicable, provide a safe environment for the health, safety and welfare of our students. For more information about ERA's Work Health & Safety Policy and Procedure, please contact the Education Manager or any other ERA Staff Member.

Access and Equity

ERA is committed to access and equity for all individuals and actively promotes practices and processes to provide a working and learning environment that is free from discrimination, victimisation and harassment. ERA embraces the concept of equity and is determined to foster an inclusive culture that encourages choice, flexibility and access to employment, training and assessment based on merit, and in accordance with legislation.

At ERA, all staff and students are treated fairly and have the opportunity to feel safe, valued and respected.

This is achieved by the implementation of our policies and procedures that promote equal opportunity. For more information about ERA's Access & Equity Policy and Procedure, please contact the Training Manager or any other ERA Staff Member.

Procedures for Dealing with Discrimination and Harassment

In the event that a person considers that he or she has been or is being harassed, and in instances where the person is not comfortable discussing matters with the offending party, a trainer or other ERA staff member should be informed of the situation. It then becomes the responsibility of the relevant staff to follow ERA Complaints and Appeals policy and procedures to rectify the situation.

All students and staff working with ERA have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint and all discussions are dealt with confidentially. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to ERA Complaints and Appeals policy.

Privacy

Our privacy policy is based on the privacy principles set out in the Commonwealth Privacy Act 1988 and the Privacy and Data Protection Act 2014. This policy advises students and clients of the type of personal information we collect and how we store and use this information.

[Read our Privacy Policy & Procedure](#)

Our Mission

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At ERA, our goal is to **empower** everyone who engages with us to leave with more than they started with. We understand that everyone forges their own **unique** learning path and we enhance this through a personalised and **innovative** experience.

As **leaders** in our industry, we aim to inspire excellence in all we do.

We Welcome

- Passion
- Commitment
- Open Communication
- Creativity
- Positivity
- Uniqueness
- Honesty

We Prohibit

- Negativity
- Racism, sexism, bias, and discrimination
- Plagiarism
- Inappropriate/disrespectful communication
- Misleading statements or comments
- Unprofessional behaviour

Contact Us

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Join our growing communities!



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