



Basa Education
& Counselling
Services

National Education in Counselling Supervision

Student Handbook

([69795](#)) Vocational Graduate Diploma in Counselling Supervision

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Course structures, assessment, unit objectives and content are subject to amendment as circumstances dictate. It is therefore recommended that students periodically refer to BECS' website at www.becsonline.com.au for any updates.

BECS – Basa Education and Counselling Services undertake to keep all records in a safe and secure environment, however portfolios and other evidence submitted will be reviewed by independent assessors and may be examined by State Training Authorities for purposes of audit, accountability and registration.



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GLOSSARY OF TERMS

VET	Vocational Education and Training refers to industry sector aligned training which delivers skills and knowledge people require for entering the workforce, train or re-training for a new job, upgrading their workplace skills, or move into further study in higher education (university)
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
DEEWR	Department of Education and Training
LL&N	Language, Literacy and Numeracy
OH&S	Occupational Health and Safety
OTTE	Office of Training and Tertiary Education
RCC	Recognition of Current Competencies
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VETAB	Vocational Education and Training Accreditation Board
TQA	Tasmanian Qualification Authorities
Competency	A competency is a formal description about the skills, knowledge and attitudes a person needs for effective participation in an industry, industry sector or enterprise
Competence/ Competent (C)	Capable, adequate, sufficient, properly or sufficiently qualified. Being found competent in a defined task as required by a defined standard or specified performance criteria
Not Yet Competent (NYC)	Has not yet provided sufficient evidence to demonstrate 'competence'.
Credit Transfer	Direct credit awarded where a student has previously completed an equivalent course or subject to those required in the current course
Learning materials	These may include print based learner guides, text books, videos, CDs, DVD, internet links, handouts, and other materials used to guide and assist your learning
Resources	This means the learning materials, text books, workbooks, workplace logs, hardware, software and other tools and equipment which you may need to undertake your training and assessment
RCC	Recognition of Current Competencies
RPL	Recognition of Prior Learning – a formal process of gaining assessment recognition for previous learning and existing skills and knowledge
RTO	Registered Training Organisation authorized to deliver training, conduct assessments and issue qualifications under the Australian Qualifications Framework
Skills Recognition	A process for recognizing competencies gained from previous work and life experiences, and recognizing learning and skills acquired from previous courses and qualifications (includes RPL, RCC and Credit Transfer)



WELCOME



Welcome to Basa Education and Counselling Services and thank you for choosing us as your training provider in the pursuit of your counselling supervision career.

This handbook has been written to help you understand the way our Organisation works, to help you get the most from your studies, to provide you with important information about the (69795) Vocational Graduate Diploma in Counselling Supervision, the program offered by BECS in the VET sector in partnership with [TLC Training Solutions P/L](#) - a Registered Training Organisation ([RTO #31970](#)), and about your rights and responsibilities as a student at BECS. We hope will answer many of the questions you have about studying with us.

Please take the time to read this Student Handbook, photocopy and sign the 'Acknowledgement Form (F21-02) and send it back to BECS. The documents will be retained in your student file.

In accordance with the Privacy Act, we would also appreciate you photocopying and signing the Consent Form (F31-02) and send it back to BECS. The document will also be retained in your student file. If you would like further clarification, please feel free to contact us.

Please keep this handbook for reference throughout your enrolment as the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by BECS. We invite you to ask us any questions about anything which you are unsure of after reading this book.

You can access full copies of all policies and procedures by approaching BECS Managing Director or from BECS website www.becsonline.com.au.

Once again welcome to BECS and I wish you every success in your counselling supervision endeavours.

Veronika Basa

Veronika Basa

Managing Director

Basa Education and Counselling Services Pty Ltd

CONTACT DETAILS

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ABOUT BECS

Basa Education and Counselling Services (BECS) is a Private Organisation established in 2001 by the Managing Director Veronika Basa.

Our areas of expertise are in the field of counselling supervision within the Vocational Education and Training (VET).

In 2007, BECS has designed and developed, in consultation with the [Australian Counselling Association](#) (ACA) and their respective members, the first Nationally Recognised Accredited course in counselling supervision in Australia, the (69828) Certificate IV in Counselling Supervision with the Tasmanian Accreditation Authorities (TQA). The delivery of this course was offered in partnership with Results Training Australia, a Registered Training Organisation ([RTO # 60098](#)).

In 2010, the (69828) Certificate IV in Counselling Supervision has been reviewed and evaluated by the [Australian Counselling Association](#) (ACA) and members from ACA, FVC, PACFA, CAPAV, APS, and PCA Tasmania Associations (graduates and students of the (69828) Certificate IV in Counselling Supervision), and has been successfully upgraded to AQF Level 8 - (69795) Vocational Graduate Diploma in Counselling Supervision with the [Tasmanian Qualification Authorities](#) (TQA). The delivery of this course is offered in partnership with [TLC Training Solutions P/L](#) - a Registered Training Organisation ([RTO #31970](#)), who will be issuing this Nationally Accredited Qualification and/or Statement of Attainment for any of its Units to those who achieve competency.

Basa Education and Counselling Services aims to support and facilitate Vocational Education and Training (VET) and assist learning and development initiatives in counselling supervision for counsellors, psychologists, social workers, mental health nurses or anyone in the helping profession in the counselling industry.

BECS does this by:

- Producing high quality teaching and learning materials,
- Providing professional development to teaching staff,
- Identifying learning and development needs,
- Evaluating and reviewing existing learning and development systems,
- Delivering high quality training,
- Working with industry personnel to provide appropriate services that are cost effective, focused on delivering solutions and benefits, flexible and contextualised to counselling supervision within the counselling industry.

BECS Vision

Basa Education & Counselling Services is committed to provide nationally recognised quality education to the highest standard in the area of counselling supervision. BECS is resolute in its vision to be recognised and trusted as the leading education institution and provider of the nationally accredited course the (69795) Vocational Graduate Diploma in Counselling Supervision in Australia, within the Vocational Education and Training. BECS will continually revise and assess its systems and procedures and instigate staff training in order to maintain the excellence of its service to students.



BECS Mission

It is BECS mission to develop and deliver nationally recognised quality education to the highest standard in counselling supervision through a resolute commitment to be recognised and trusted as the leading education institution and provider of nationally accredited course the (69795) Vocational Graduate Diploma in Counselling Supervision in Australia, within the Vocational Education and Training, through excellence, integrity and industry partnerships.

BECS is committed to providing the highest quality services to all our clients through:

- Ensuring that our services are accessible and accommodate our clients' individual needs,
- Treating all students, staff and clients with honesty, respect, integrity and compassion,
- Striving to improve the quality of the service we offer through the process of continuous improvement in consultation with students and the industry,
- Welcoming staff and students free from any form of discrimination,
- Becoming the leading private education institution and provider of nationally accredited course the (69795) Vocational Graduate Diploma in Counselling Supervision in Australia, within Vocational Education and Training.

Values

- Access and Equity,
- Quality,
- Continuous improvement,
- Respect for individuals,
- Integrity,
- Leadership.



AUSTRALIAN QUALITY TRAINING FRAMEWORK (AQTF)

AQTF Essential Conditions and Standards for Initial and Continuing Registration

Applicants seeking to become a registered training Organisation (RTO) and existing RTO-s, must meet these conditions and standards in order to be registered to deliver and assess nationally recognised training and issue nationally recognised qualifications.

The *AQTF Essential Conditions and Standards for Initial and Continuing Registration* includes nine Conditions of Registration and three Standards. The focus of these conditions and standards *for Initial Registration* is the demonstration of preparedness to deliver quality training and assessment services and *for Continuing Registration* is a strong focus on continuous improvement, as well as a requirement for RTO-s to gather information on their performance against three Quality Indicators.

As a Partner Organisation to an RTO, BECS must also comply with these standards and processes.

A Focus on Outcomes

The Standards and their elements specify the key requirements to be met by each RTO. The AQTF Essential Conditions and Standards for Continuing Registration do not specify detailed processes but explain the outcomes to be achieved through the application of each Standard. An RTO must show that it is focused on improving its outcomes in relation to each Standard; this is achieved through systematic approaches to management and continuous improvement.

The AQTF Quality Indicators support the outcomes focus of the Standards by giving an overall picture of how well an RTO is meeting client needs.

A Systematic Approach

A systematic approach to the management and delivery of services that helps an RTO meet the registration requirements throughout its registration period, are planned, purposeful and repeatable actions in order to improve products and services for clients.

RTO-s vary in size and complexity (e.g. a one-person RTO, an enterprise-based RTO, a secondary school or a TAFE institute), and thus the processes they use to comply with the *AQTF* Essential Conditions and Standards for Registration will be different that may lead to differences in the nature of their systematic approaches and the management systems they use.

Continuous Improvement

Continuous improvement processes refer to the continual enhancement of an RTO' performance to continually meet the changing needs of clients and industry, and is an integral part of the AQTF; however, actions to achieve compliance as such are considered rectifications.

For RTO' quality system to be effective it must include processes that encourage and achieve continuous improvement. As such, these processes are planned and ongoing in order to systematically review and improve policies, procedures, products and services through analysis of relevant information and collection of data. Data is collected from staff, clients, students, employers, industry, and other interested parties. Through these processes, the RTO creates a stronger, more sustainable business that meets the needs of clients and all stakeholders involved.

As a partner to and RTO, BECS also must adhere to the same standards as the RTO.



THE AUSTRALIAN QUALIFICATION FRAMEWORK (AQF)

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia.

Australian Qualifications Framework (AQF) consists of 12 different types of qualifications you can obtain (shown in the diagram below).

AQF Qualifications by Educational Sector		
Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma, Diploma

The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system (www.aqf.edu.au).

BECS will provide you with full information about the (69795) Vocational Graduate Diploma in Counselling Supervision you are aiming for at BECS, including an overview of the specific unit/s of competency/modules, assessment requirements, vocational outcomes, etc. in the course resource materials.

ACCESS AND EQUITY

BECS has a strong focus on providing opportunities for everyone to access and participate in learning and to achieve their learning outcomes. We are committed to ensure that our practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. While access and equity are explicit in the second Standard, they are relevant to all three.

GOVERNANCE

BECS manages its training programs in accordance with VET state and territory legislation and regulations and industry code of practice. As part of its training package, BECS encourages all participants to be familiar with the relevant legislation, Acts and the Licensing Authorities " requirements and how they impact on their workplace.



COURSE INFORMATION

Year of Delivery	2012	
Course Code	(69795)	
Course Name	Vocational Graduate Diploma in Counselling Supervision	
AQTF Level	8	
Entry Requirements	Authenticated evidence of: <ul style="list-style-type: none"> <li style="text-align: right;">Members of ACA • A current ACA accredited qualification and min 5-years post qualification experience • Being a fully registered member of ACA at minimum practicing level 2. • Have undertaken a minimum of 25 hours of professional development per year of practice. • Have undertaken a minimum of 100 hours of supervision <li style="text-align: right;">Members of Other Associations • A current Association accredited qualification and min 5-yr post qualification experience • Being a fully registered member of a Counselling Association at min Diploma/ Degree Level. • Have undertaken a minimum of 25 hours of professional development per year of practice. • Have undertaken a minimum of 100 hours of supervision 	
Hours per Week	12	
Number of Weeks	36	
Commencement Date	Class: 30 Jan 12	Distance/RPL: Any time

COURSE SUMMARY

Packaging Rules	Total Units = 3 -Core Units				
	Units Sourced From:	PSP04: Public Sector Training Package CHC08: Community Services Training Package			
	Units of Competence/Employability skills			Core (C)	Nominal Hrs
	Unit Code - Unit Name	Benchmarks			
	PSPGOV414A - Provide workplace mentoring	Individual Counselling Supervision (with a qualified counsellor)		C	156
	PSPGOV415A - Provide workplace coaching	Live counselling supervision (with a novice)		C	136
	CHCGROUP806B - Plan group interventions	Group Counselling Supervision		C	132
			Total	424	
Contextualization	Units are contextualised to reflect the dimensions of competency of a supervisor within the counselling supervision framework in Allied Health sector, in consultation with the Australian Counselling Association (ACA), and course review by students and graduates of the (69828) Certificate IV in Counselling Supervision (members of ACA, FVC, PACFA, CAPAV, APS, and PCA Tasmania), and indicated in the Employability Skills Summary of this Qualification.				
Benchmarks	Benchmarks are criteria against which students are assessed				
Components	Hours	Time	Location		
SW	Classes	36	10.00am-5.00pm	<input type="checkbox"/> Townsville <input type="checkbox"/> Melbourne <input type="checkbox"/> Sydney <input type="checkbox"/> Townsville	
	Tutorials	6	60-90 minutes	<input type="checkbox"/> Face to face <input type="checkbox"/> Telephone <input type="checkbox"/> Skype	
W	Visits	6	60-90 minutes	Workplace	
Practicum	24	10.00am-5.00pm	<input type="checkbox"/> SW	<input type="checkbox"/> Class	
		As scheduled	<input type="checkbox"/> Distance	<input type="checkbox"/> W	
Independent Studies	364	About 12hrs/w	<input type="checkbox"/> W <input type="checkbox"/> SW <input type="checkbox"/> Research <input type="checkbox"/> Other		
Total	424	36weeks	<input type="checkbox"/> W <input type="checkbox"/> SW <input type="checkbox"/> Research <input type="checkbox"/> Other		

Note: BECS periodically revises the course and its content for the purposes of continual improvement to maintain its currency and accuracy. BECS will inform you of any such changes, upgrade or expansion to the course's curriculum as soon as practicable via email or www.becsonline.com.au and with as little affected as little as possible on your studies.



STUDIYING WITH BECS

Communication

For all *inquiries*, including enrolments or payments, study assistance and/or progress, class/lecture time tables, etc., please contact BECS at (03) 6356 0492 or 0418 387 982; or email info@becsonline.com.au.

Any *changes* in students' contact details such as name, address, email, or any course enrolment details, the student must notify BECS within 7-14-working days. Appropriate forms are provided at the end of this 'Student Handbook'.

Study Assistance

The study support system within this program varies and may include but not limited to, are as indicated below.

Telephone/Email/Skype Support

Online support (telephone/email/Skype) from trainers and assessors, can assist learners by way of answering the learner's questions, guide their learning program, assess their process, and provide training as necessary within the program. If a more in depth assistance is required, a tutorial session will be arranged.

Classes/Lectures

Classes are based upon the theoretical and practical application of a Unit with Unit prerequisites that need to be completed.

Attending the classes is a popular and interactive way of learning and gaining understanding and knowledge in both theory and practice of counselling supervision, and in completing the practical component of this course. These classes give you an opportunity to practice and demonstrate the practical skills in counselling supervision under the supervision of a qualified counselling supervisor. For class time table, please refer to the 'Class Time Table' at www.becsonline.com.au.

Tutorial Sessions (face-to-face/ telephone/ email/ Skype)

Tutorials are an integral part of the distance study mode of this qualification. They are designed to assist learners' in keeping up the course work, understanding the application of theory into practice and practice into theory through scenarios and case studies, or in demonstrations of different supervision interventions or with tips on how to structure studies, assignments, or portfolio; or the opportunity to ask questions.

They also designed to provide learners with a more in depth assistance if required.

Workplace Visits

Workplace visits by the trainer/assessor are an integral part of the workplace study mode of this qualification. They are designed to assist learners' understanding of theory into practice and practice into theory, or in demonstrations of different counselling supervision interventions, or provide learners with tips on how to structure their studies, assignments, and portfolio, or the opportunity to ask questions.



Mentoring (face-to-face/ telephone/ email/Skype)

Mentoring is there to provide students with personalized support with each unit of this qualification.

BECS assistance is on an ongoing basis throughout the course:

- Telephone /email/Skype support (10-20min) is provided to all students free of any fees.
- Classes, tutorials, workplace visits, and mentoring are fee based.

DELIVERY**Flexible Delivery and Assessment**

The (69795) Vocational Graduate Diploma in Counselling Supervision program is designed to be delivered and assessed in the:

- **Workplace**
The day to day counselling supervision activities undertaken by you as a counselling supervisor in the workplace form the bases of the guided learning program; learning is made relevant to your needs, and is directly applicable to your counselling supervision responsibilities.
- **Simulated Workplace**
 - **Classes/Lectures** - Classes are a popular and interactive way of learning and gaining understanding and knowledge in both theory and practice of counselling supervision, and in completing the practical component of this course. These classes give you an opportunity to practice and demonstrate the practical skills in counselling supervision under the supervision of a qualified counselling supervisor.
 - **Distance** - Those who cannot attend the classes/lectures due to distance, disability, work or family commitments can undertake learning and achieve competency in this qualification via distance, allowing you to gain the qualification without ever attending formal learning classes.
- **Recognition of Prior Learning (RPL) Delivery** - Competencies/Employability skills achieved through non-formal and informal learning (supervision training workshops or from being employed and having extensive experience as a counselling supervisor) and currently held by students can be formally assessed to determine the extent to which the student has achieved the required learning outcomes of the current version of the (69795) Vocational Graduate Diploma in Counselling Supervision and if equivalent, they will be appropriately recognised for some/all of the units of competency/employability skills of this qualification.
- **Combination of all of the above**

Reading Resources

BECS uses a variety of reading resources.

- **The 'Generic Information Book'** is one of the resource materials written by BECS with the aim to help you gain the required understanding and knowledge to achieve competency in this



qualification as easy as possible. The book is the summary of the recommended references. Please read this book in preparation to the classes/lectures and your assessment tasks.

- **The recommended text books** are an excellent source of further reading and learning in counselling supervision.
- **The lists of further references are** further reading sources for learning in counselling supervision depending on your theoretical background and experiences in counselling. To access the recommended resources, you have several options:
 - Join your local community or university library,
 - Research on the web – the Google books you can read them on the internet <http://books.google.com.au/books/>,
 - Access Psychology Journals on the web,
 - Join your local book clubs.

The course recommended texts and references are by no means the only references to this course; Due to students' different theoretical backgrounds, developmental differences, modalities, etc. students are advised to do some research in the area that suits their background most.

Study Materials

The required learning materials to complete the studies in the (69795) Vocational Graduate Diploma in Counselling Supervision are provided by BECS as part of the course resource learning materials.

BECS learning materials are:

- IBSA Learner Guides (ANTA noted),
- Generic Information Book,
- Copy of the facilitator' class presentation notes,
- Learner Assessment Kit,
- RPL Self Assessment Kit,
- Student Handbook,
- Course Information Book,
- Study Guide.

BECS resources are a result of most recent research and development in the field of counselling supervision in Australia and around the world; this is with the aim to assist students' comprehension, research/other skills relating to counselling supervision interventions/issues, and ultimately to enable students to become a confident and competent counselling supervisors. Our resource materials are unique to BECS and are fully protected by copyright and other registrations; we ask our students to do all they can to protect BECS unique methodology and provision of information.

Study Time

To gain this qualification in 36-weeks, we recommend 12-hrs of studies per week or part time equivalent.

It is important to set regular study times (e.g. two hours at a time daily) to keep up self motivation and the program requirements. When studying for longer periods of time (e.g. 4-hrs), it is



advisable to have short breaks. When having breaks between session topics of the program, it is a wise choice to have a quick revision before continuing studies.

Study Techniques

It can often be daunting to think that we need to study for any required study task regardless of the specific subject we study.

One of the most important things for anyone who is attempting to study is to try to stay as motivated as possible as strong motivation is an effective study aid that will help us accomplish tasks much quicker and more in general and effectively deters procrastination.

For ways to improve your motivation and concentration, and for hints to study smarter not harder, go to your Study Guide (F21-05).

If you need help or assistance with any of the units, learning material, assignments or projects, or study hints and tips please contact us by calling (03) 6356 0492 or 0418 387 982; or emailing info@becsonline.com.au between 9am to 5pm (EST), Monday to Friday. For emergencies outside of the said times, please call 0418 387 982.

We are here to give you support throughout the course, so please contact us for assistance; most problems can easily be resolved; worrying about them is not productive.

ASSESSMENT

Assessment for the (69795) Vocational Graduate Diploma in Counselling Supervision is competency based. As such, you will be considered to be competent when you are able to apply your knowledge and skills to successfully complete counselling supervision activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent in the (69795) Vocational Graduate Diploma in Counselling Supervision. This involves:

1. Performing the tasks of counselling supervision (educative/formative, supporting/restorative, evaluative/qualitative, and administrative/managerial –not Organisational management) in individual, live and group supervision contexts to the standards described in the workplace, and the course outcomes of this qualification, including the use of appropriate technology and tools to support the tasks;
2. Managing a number of these supervision tasks and progressing smoothly between them to achieve a complete counselling supervision outcome in individual, live and group supervision contexts;
3. Dealing with irregularities, imperfections and the unknown within the counselling supervision framework, in individual, live and group supervision contexts;
4. Dealing with the responsibilities and expectations of the work environment and with other stakeholders when undertaking counselling supervision in individual, live and group supervision contexts.

All in accordance with relevant legislations, ACA/equivalent code of conduct/practice and Organisation policies and procedures.



Flexibility in Assessment

- **Workplace**

Assessment at the Workplace - for the practical component of the course, where assessment is conducted in the workplace, BECS will negotiate the learning and assessment strategy with the employer and students; and work with the employer to integrate any on-the-job training and assessment and schedule workplace visits to monitor/review the training and assessment.

- **Simulated Workplace**

- *Classes/Lectures and Practicum* - are a popular way to accomplish consistency in competency in the practical component of skills application through demonstration/ observation of practical skills in a range of 3 or more occasions over time.

- *Distance and Practicum* - are a popular way to accomplish consistency in competency in the practical component of skills application through demonstration of practical skills in a range of 3 or more occasions over time via video taping and then submitting the video for assessment.

- **Recognition of Prior Learning (RPL) Delivery** - Competencies/Employability skills achieved through non-formal and informal learning (supervision training workshops or from being employed and having extensive experience as a counselling supervisor) and currently held by students can be formally assessed to determine the extent to which the student has achieved the required learning outcomes of the current version of the (69795) Vocational Graduate Diploma in Counselling Supervision and if equivalent, they will be appropriately recognised for some/all of the units of competency/employability skills of this qualification.

- **Combination of all of the above**

Students, who would like to take up alternative options for assessment through the duration of the course, will need to forward to BECS the application for Alternative Assessment (F05-11). Upon of its receipt by BECS, students will receive specific guidelines to follow.

Assessment Procedure

The assessment tasks in the (69795) Vocational Graduate Diploma in Counselling Supervision are designed to help you express your understanding and knowledge of the theory and its application to counselling supervision issues and practices in the four tasks of counselling supervision within an Organisational context.

The AQF level 8, the level of the (69795) Vocational Graduate Diploma in Counselling Supervision, is the highest level in the Vocational Education and Training (VET); this is equivalent in level to post graduate courses at a University.

At AQF level 8, you will need to show a sufficient level of grammar and spelling, and paragraphing in order to provide the expected answers to your questions in each of your written assessment tasks. You are expected to clearly express the meaning of your intended response and referencing of the recourses used. APA referencing style is BECS preferred referencing; you can read more about this in the 'Study Guide'.



A 'Study Guide' and an 'Assessment Kit' are included with your course resource materials. We advise that you read the given information in these books carefully, it will guide you through the learning and assessment process as well as important text references.

The assessment task questions are provided in your 'Assessment Kit' together with guidelines and the requirements of each assessment task of each Unit.

The written assessment tasks are designed to give you an opportunity to demonstrate your understanding and the knowledge you gained throughout this course.

When writing your responses, you are required to follow the guidelines within each task prior to writing them down on your own paper. It is our preference that you type your responses; however, handwritten responses are also accepted provided your writing is neat and clearly legible; if your work is untidy and illegible, it will be returned to you unmarked. It is also required that you double space each line to allow room for written feedback.

When submitting your completed work, you are required to follow the guidelines relating to all forms that need to be included with each assessment task.

The practical assessment tasks are designed to give you an opportunity to demonstrate your ability to apply the knowledge you gained in this course into practice, the practical skills. These practical assessments are designed to give you the opportunity to demonstrate those skills. You can complete these practical components by either attending the classes, demonstrating your skills on videotape or having a private assessor assess your skills in your workplace or in your own environment.

Due dates of Assessment

The assessment due dates of each assessment task in your Student Training Plan (F18-02) are as agreed upon and signed by you and are expected to be completed and submitted by those due dates. If you have any difficulties reaching the due dates, please notify BECS as soon as practicable.

Grading Assessment Tasks

Each task will be graded as either 'Competent' or 'Not Yet Competent'. Where a grade of 'Not Yet Competent' is given, your assignment will be returned to you together with feedback from the assessor on how to improve your answer to achieve the grade 'Competent'. You can then resubmit it. If competency is not achieved after the second attempt, you will be required to have an interview and may need to undergo additional training as per Student Academic Progression Review Policy and Procedure (POL16B); this will be at an extra cost, as per Fees, Charges and Refunds Policy and Procedure (POL19).

Submitting Assessment Tasks

You are expected to submit your assessments by the due date as indicated and agreed upon in your Student Training Plan (F18-02). In some rare circumstances, BECS may grant to a student an extension of time of up to five (5) working days from the due date for the submission of an assessment. We also advise that you read the Late Assessment Submission Policy and Procedure (POL05A), Assessment Extension Policy and Procedure (POL05B) and Fees, Charges and Refunds Policy and Procedure (POL19), prior to submitting an application request.



The following checklist can be used prior to submitting your task:

- Have I completed the task?
- Have I written my name and Student ID number as required?
- Have I written my name and Student ID number on each page/attachment?
- Have I made a copy of my work?
- Have I attached the Cover Sheet or other relevant sheets?

Submit completed assessment task by the due date to:

Basa Education & Counselling Services, GPO Box 28, Bridport TAS 7262

Assessment Feedback

BECS will return the marked assessment as soon as practicable; usually within 5-21 working days.

Appeal of Assessment Decision

If you disagree with the assessor's decision, you have the right to appeal. Refer to Appeals Policy and Procedure (POL04).

ISSUANCE AND REPLACEMENT OF QUALIFICATION

Issuance of Qualifications, Statements of Results, and Statements of Attainment

Qualifications, Statements of Results, and Statements of Attainment will be issued by BECS partner [TLC Training Solutions P/L](#) - a Registered Training Organisation ([RTO #31970](#)).

Replacement of Qualifications, Statements of Results, and Statements of Attainment

If you wish to receive a replacement copy of your Qualification, Statement of Results and/or Statement of Attainment, you need to make an application to BECS and complete Replacement Certificate Form (F23-03) (please ring BECS for the application). A fee will be charged for this copy based on BECS administration charges and the approved schedule of fees and charges by BECS partner RTO applicable at the time.

BECS PRACTICES, LEGISLATION, POLICIES AND PROCEDURES THAT WILL EFFECT STUDENT PARTICIPATION

The following information will guide you of BECS' practices based on legislations, policies and procedures required from a training provider delivering an accredited course in partnership with an RTO that will affect your participation in the (69795) Vocational Graduate Diploma in Counselling Supervision studies with BECS.

BECS CODE OF PRACTICE	F15-03
Introduction	BECS' obligation, as a training provider of education and training in the Vocational Education and Training (VET) sector in partnership with TLC Training Solutions, a Registered Training Organisation (RTO #31970), is to document and follow a Code of Practice .
Purpose	To outline BECS commitment to its customers to: <ul style="list-style-type: none"> • Delivery of subjects of Vocational Education and Training consistent with the standards endorsed by State and Territory Ministers under the Australian Quality Training Framework (AQTF). • Conduct its business soundly and ethically using quality management



	systems that ensures compliance to standards and excellence in customer service
Our Commitment to You	<p>BECS is focused on meeting your needs. We promise to:</p> <ul style="list-style-type: none"> • Understand the needs of our students, staff and the industries in which we operate or do business with. • Understand the specific needs of your business and be flexible in our approach to serving you. • Operate professionally and always conduct business in a sound, ethical and fair manner. • Employ staff who are knowledgeable, qualified, and objective, experienced, and always act with integrity. • Treat your information confidentially, protect your rights to privacy and ensure the accuracy and integrity of the information we hold about you. • Respond to student and industry needs and remain competitive within our market. • Ensure the confidentiality and accuracy of your information.
Educational Guarantee	<p>BECS is committed to providing excellence in education and training We are committed to:</p> <ul style="list-style-type: none"> • Providing quality education and training services to the vocational education and training sector in Australia. • Meeting and striving to exceed the requirements of the Australian Quality Training Framework (AQTF) and relevant guidelines related to Vocational Education and Training legislation. • Delivering training, assessment and consultancy services that are flexible to the needs of our customers. • Producing professional graduates who are appropriately trained, job-ready and have the employability skills expected by industry. • Developing courses and assessment processes that meet industry demands; cater for a range of learning styles; and are flexible to a diverse range of student needs. • Engaging with industry by participating in and/or facilitating relevant professional associations, networks, focus groups and steering committees. • Maintaining a supportive learning environment that is conducive to the success of our students, clients and staff.
Management Principles	<p>BECS aims to be the best it can be. To enable this, we:</p> <ul style="list-style-type: none"> • Use developed and proven management principles, systems and policies to operate an efficient and effective Organisation. • Are committed to quality assurance and continuous improvement and incorporate these principles into all aspects of the business. • Regularly collect feedback and continuously use it to improve and enhance our training and assessment services, client services and management systems. • Ensure that decision making of senior management is informed by the experiences of our trainers and assessors.
Marketing	<p>BECS will market and advertise all qualifications, courses and other services with integrity, accuracy and professionalism avoiding vague and ambiguous statements. Students will be recruited in an ethical and responsible manner and no false or misleading comparisons will be drawn with any other provider or course.</p> <p>Students will receive clear, accurate and appropriate information to make an</p>



	informed decision about enrolment into a course prior to enrolment.
Recognition of Qualifications	BECS recognizes Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by other Registered Training Organisations in Australia.
Access & Equity	<p>BECS is committed to the application of ethical and socially just practices in all areas of operation to successfully provide training delivery and assessment services to all eligible clients regardless of race, religion, gender, socio-economic background, disability or age. Disabled access and facilities are available in venues used by BECS.</p> <p>BECS encourages all staff to ensure that all students have sufficient resources provided to them to assist them to successfully complete course requirements. The evidence of this commitment is our instigation and application of:</p> <ul style="list-style-type: none"> • Language, Literacy and numeracy support, • Flexible delivery of training and/or assessment components of the course, • Flexible resource and curriculum development, • Inclusivity and Non-discriminatory student selection procedures, • Self paced learning option, • Opportunities for re-assessment, • Suitable venue, • Not to obstruct any students actions to lodge a complaint to BECS or partner RTO, • Services that comply with partner RTO Policies. <p>For further assistance and information regarding access, equity and inclusion, please refer to the Human Rights and Equal Opportunities Commission (HREOC) website: http://www.hreoc.gov.au.</p> <p>Language, Literacy and Numeracy (LL &N)</p> <p>Student's LL &N skills at time of enrolment may impede learning and course progression if not identified and addressed. BECS will make every endeavour to work with the student to ensure that the student is able to participate in training and assessment processes and demonstrate competency.</p> <p>Students who may have any concerns about their capacity to participate because of LL&N issues are encouraged to discuss this with BECS for further advice on the process.</p> <p>Special Consideration</p> <p>BECS is committed to manage Special Consideration for all BECS Learning programs/courses to ensure consistency and equity.</p> <p>Special Consideration is a variation to an assessment which takes into account the impact of unexpected or extenuating circumstances which have affected a student's performance in assessment or prevented them from attempting an assessment task by its due date.</p> <p>Welfare and Support</p> <p>BECS is committed to the welfare of all learners undertaking its programs and will provide guidance as appropriate to assist learners in determining their best study options. BECS will provide mentoring and appropriate referrals to professionals in those areas of need.</p>
Student Selection	BECS ensures that clear and accurate processes for application and selection are outlined and publicized. Entry requirements for each course are clearly outlined in the relevant Course Guide and students wishing to participate in a course or unit of study must meet these requirements.

Financial Standards	<p>BECS:</p> <ul style="list-style-type: none"> • Adopts sound business and financial planning systems. • Has fair, equitable and transparent fees, charges and refund policies which are made available to the public and to all students prior to enrolment. • Will have its accounts certified by a qualified accountant to Australian Accounting Standards at least annually. • Will provide a certificate of accounts to partner RTO and/or its registering body upon request. • Will provide a full audit report on BECS financial accounts from a qualified and independent accountant upon request by partner RTO and/or its registering body.
Legal Obligations	<p>BECS:</p> <ul style="list-style-type: none"> • Maintains adequate, current and appropriate insurance and registration. • Complies with all laws relevant to operation of its business. BECS maintains a register of all applicable laws and legislation. • Allows partner RTO and its government departments or their agents' access to training records, delivery locations and staff for auditing purposes when required, in line with privacy and confidentiality principles. • Will keep copies of and BECS partner RTO will keep records of competency completion for a period of at least thirty (30) years. • Will manage the transition from superseded Training Packages within twelve (12) months of their publication on the Training.gov.au (TGA) system in line with the requirements of the AQTF so that it delivers only currently accredited courses.

SANCTION

BECS will honour all guarantees, policies and procedures, and management practices outlined in BECS 'Code of Practice' in order to maintain high professional standards in the design, delivery, assessment, and marketing of its courses and as such, safeguard the interests and welfare of our students.

We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our partnership arrangement with our partner RTO withdrawn by the partner RTO.

LEGISLATIONS AND REGULATORY REQUIREMENTS

Compliance with Commonwealth, State Legislation & Regulatory Requirements

BECS complies with all relevant legislation and standards relating to the provision of vocational education and training in Australia.

Compliance with Commonwealth, State Legislation & Regulatory Requirements

BECS complies with all relevant legislation and standards relating to the provision of vocational education and training in Australia.

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
<http://www.comlaw.gov.au/Details/C2009C00332>
- Disability Standards for Education 2005 <http://www.comlaw.gov.au/Series/F2005L00767>
- Disability Discrimination Act 1992
http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/
- Racial Hatred Act 1995 http://www.austlii.edu.au/au/legis/cth/num_act/rha1995109/



- Racial Discrimination Act 1975
http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/
- Sex Discrimination Act 1984 http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/
- Privacy Act 1988 http://austlii.edu.au/privacy/Privacy_Act_1988/
- National Privacy Principles (2001)
http://austlii.edu.au/privacy/Privacy_Act_1988/index-Schedule-3.html
- National Occupational Health and Safety Commission Act 1985
http://www.austlii.edu.au/au/legis/cth/num_act/nohasca1985470/
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987
http://www.austlii.edu.au/au/legis/cth/consol_act/eeoaa1987642/
- National Occupational Health and Safety Commission Act 1985
http://www.austlii.edu.au/au/legis/cth/num_act/nohasca1985470/

Occupational Health and Safety (State and Territory)

- (NSW) Work cover NSW <http://www.workcover.nsw.gov.au/>
- (VIC) Occupational Health and Safety Act 2004
http://www.austlii.edu.au/au/legis/vic/consol_act/ohasa2004273/
- (QLD) Workplace Health and Safety Department of Training and Industrial Relations
<http://www.dtir.qld.gov.au/>
- (SA) Work Cover Corporation <http://www.workcover.sa.gov.au/>
- (WA) WA Work safe Western Australia <http://www.safetyline.wa.gov.au/>
- (TAS) Workplace Health and Safety Act 1995 www.thelaw.tas.gov.au
- Work cover Tasmania <http://www.workcover.tas.gov.au/>
- (NT) Work Health Authority <http://www.nt.gov.au/wha/>
- (ACT) Work cover
www.workplacehealthandsafety.com.au/servlet/Web?s=1309068&p=Legislation_ACT

Workplace Harassment, Victimization and Bullying (State and Territory laws)

The laws protecting individuals from being treated unfairly because of their race, colour, nationality, descent, ethnicity or ethno-religious background are the Federal Racial Discrimination Act (1975), and the Racial Hatred Act (1995). Each state and territory has specific legislation cover in this area (see below for further information):

- Australian Capital Territory Discrimination Act 1991 (ACT)
http://www.hreoc.gov.au/info_for_employers/law/index.html#act
- New South Wales Anti-Discrimination Act 1977 (NSW)
http://www.hreoc.gov.au/info_for_employers/law/index.html#NSW
- Northern Territory Anti-Discrimination Act 1996 (NT)
http://www.hreoc.gov.au/info_for_employers/law/index.html#nt
- Queensland Anti-Discrimination Act 1991 (QLD)
http://www.hreoc.gov.au/info_for_employers/law/index.html#QLD
- South Australia Equal Opportunity Act 1984 (SA)
http://www.hreoc.gov.au/info_for_employers/law/index.html#SA
- Tasmania Anti-Discrimination Act 1998 (TAS)
http://www.hreoc.gov.au/info_for_employers/law/index.html#TAS
- Victoria Equal Opportunity Act 1995 (VIC)
http://www.hreoc.gov.au/info_for_employers/law/index.html#VIC

- Western Australia Equal Opportunity Act 1984 (WA) http://www.hreoc.gov.au/info_for_employers/law/index.html#WA
- anti-discrimination, including equal opportunity, racial vilification and disability discrimination legislation <http://www.humanrights.gov.au>

Training and Assessment

- *Vocational Education, Training Act 1994* Tasmanian Consolidated Acts http://www.austlii.edu.au/au/legis/tas/consol_act/veata1994306/
- *Australian Quality Training Framework Standards (AQTF)*: <http://www.training.com.au>
- *Australian Qualifications Framework* (available at: <http://www.aqf.edu.au/>)
- *Tasmanian Qualification Authorities (TQA) Act 2003* <http://www.tqa.tas.gov.au/>

Industry Code of Practice

- The Australian Counselling Association (ACA) (www.theaca.net.au);
- The Society of Counselling and Psychotherapy Educators (SCAPE) (www.scape.org.au);
- The Psychotherapy and Counselling Federation of Australia (PACFA) (www.pacfa.org.au).

The various acts are held on site and are accessible on at <http://www.legislation.tas.gov.au> or at the Australian Legal Information Institute web site: www.austlii.edu.au. Staff and students are informed of legislative requirements through such means as orientation, handbooks, and BECS website.

POLICIES AND PROCEDURES

Access and Equity in Training and Assessment Policy and Procedure

BECS is committed to promoting, encouraging and valuing equity and diversity with respect to its students and to provide students with the optimal environment to achieve a high level of success. BECS will ensure services offered are provided in a fair and equitable manner to all students, free from bias. BECS Access and Equity in Training Policy and Procedure (POL01) shows this commitment.

Special Needs

Participants intending to enroll for training with BECS are requested prior to enrolment to advise BECS if they have any physical or other impairment which may adversely affect their ability to successfully undertake training and assessment. In collaboration with the participant, BECS will assess the potential for the participant to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the participants or a referral to external support.

Special Consideration

If a student is enrolled in a course and encountered extenuating circumstances that have an adverse effect on the student's academic progress, according to BECS Special Consideration Policy (POL1A) the student is eligible to submit the Special Consideration Form (F01A-01).

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which BECS must abide, and are clearly stated in pre-enrolment and enrolment literature. As such, BECS will provide appropriate advice and support to the participant regarding



further learning options to those who may possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package as per Language, Literacy and Numeracy Policy and Procedure (POL01B).

Welfare and Support Policy

BECS will provide guidance as appropriate to assist learners in determining their best study options. BECS will provide mentoring and appropriate referrals to professionals in those areas of need as per Welfare and Support Policy and Procedure (POL01C). BECS has also a database of services and a protocol for reference to these services.

Admission and Enrolment Policy and Procedure

BECS is committed to providing the best practice, professional products and services to its clients and acknowledges it can only succeed in this with effective and efficient quality processes. As such, BECS Admission and Enrolment Policy and Procedure (POL03) is a framework to ensure that student entering any BECS programs/ courses are able/ capable to succeed in their studies and that all participants are enrolled non-discriminately and are clearly informed of the admission and enrolment processes.

Admission

Participants who apply to study with BECS which have entry criteria must meet the entry requirements as identified in the course entry criteria and have an adequate basis of knowledge and skills to successfully undertake the studies proposed.

Enrolment of Individual Participants

Enrolment into training programs will be conducted at all times in an ethical and responsible manner, ensuring fairness and compliance with equal opportunity legislation.

Group Enrolment through Company

Course requirements are negotiated with relevant company client representative who be required to submit written confirmation of course booking with names of individual participants included, and then individual enrolment forms will be completed and forwarded to BECS to create individual student records.

International Students

Our courses are not eligible for CRICOS consideration; thus, international students are ineligible to seek a student Visa to study in Australia based on their enrolment with BECS. Students from overseas are able to enroll and study with BECS from their home country, or from within Australia if their visit to Australia is authorized by a Visa not related to their enrolment with BECS.

Duration of Enrolment

Once an enrolment for a particular course is accepted by BECS, the said enrolment will remain current for the nominal duration of the course. The nominal completion date of a course is based on the course enrolment date and the nominal hours of the course. Enrolments will be automatically cancelled after this date unless a written application for an extension has been made by the student and the said application was granted by BECS.



BECS does not guarantee an extension will be granted and will consider any extenuating circumstances and reasons for which the extension is sought. Applications to extend the enrolment duration must be submitted to BECS prior to the effective nominal completion date.

Student Transfer Deferral/Suspension or Cancellation Withdrawal:

If a student wishes to transfer from full-time to part-time or from part-time to full-time studies, defer/suspend or cancel/ withdrawal, the student must do it in writing by completing and submitting to BECS the Variation to Enrolment Form (F03-02) as per Deferral/ Suspension, Cancellation/ Withdrawal, Transfer (POL03A). An administration fee for each activity including the updated/ new Student Training Plan, will apply as per Fees, Charges and Refund Policies and Procedures (POL19).

Special Consideration

In extenuating circumstances that have an adverse effect on the student's academic progress and/or assessment, the student is eligible to submit the Special Consideration (F01A-01) form. As per Special Consideration Policy (POL1A) Administration fees will apply. See Fees, Charges and Refunds (POL19).

Cancellation/Suspension of a Course by BECS

BECS Cancels the Course: - It is BECS policy to not cancel or postpone training programs. However, if for some unforeseen reason a course is cancelled or postponed students will be offered the training program on another date or in another learning mode. If, in the event that they do not accept this offer, or for some reason the offer cannot be made, their course fee will be refunded in full within one week of the date of the cancellation of the course.

BECS Suspends Student Enrolment: BECS reserves the right to suspend a student's enrolment at any time and at their discretion. It is BECS policy that when a student is suspended from a course, all relevant consideration will be given to student to enable the student to reassume his/her studies as soon as practicable. In this instant, BECS Fees, Charges and Refund Policy and Procedures (POL19) and all other relevant policies and procedures are in place.

BECS Cancels Student Enrolment: BECS reserves the right to cancel a student's enrolment at any time and at their discretion, if a student does not obey BECS Policies and Procedures as indicated in BECS Code of Conduct and Student handbook, with no refund. See BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedures (POL03A) and Fees, Charges and Refunds Policy and Procedures (POL19) for full details regarding refunds.

Information to Students

Prior to enrolment each student is provided with a Course Information Book, detailing course content, units of competency, vocational outcomes, recognition of prior learning, prerequisites, fees and other relevant information such as copy of/access to BECS Code of Practice, as well information in relation to the AQTF, including details on the availability of flexible learning and assessment options, recognition of prior learning, mutual recognition, appeals and complaints, disciplinary procedures along with support and guidance offered to students, with an enrolment form (if requested), with details of payment and BECS Fees, Charges and Refunds Policy and Procedures (POL19).



Learning Structures

Courses are designed with the flexibility to meet the needs and circumstances of a wide range of participants and facilitation incorporates adult learning principles and wherever possible, learning is facilitated through exposures to practical case studies and scenarios developed specifically as learning tools. Group work is also an important feature of courses.

Special Needs

Refer to above.

Mutual Recognition, Recognition of Prior Learning (RPL)

Mutual Recognition, Recognition of Prior Learning (RPL) is acknowledged and accepted as a standard practice of BECS. Refer to Mutual Recognition Policy and Procedure (POL26) and Recognition of Prior Learning Policy and Procedure (POL34).

Assessment Policy and Procedure

Assessments are carried out on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency. They are designed to be: valid, reliable, fair and flexible and to meet: the dimensions of competency, the rules of evidence and are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies in the function being assessed.

Students are to follow instruction from their Student Assessment pack for instructions and how to submit assessments as per BECS Assessment Policy and Procedure (POL05)

Assessment Due Dates

All assessment tasks must be submitted within the due dates and within the nominal hours of the course enrolled, as indicated in the Student Training Plan.

Assessment tasks submitted after due dates, will not be accepted, they will be returned to students un-assessed, marked NAS (not assessed) , and students may need to do gap training or re-do the training course paying the scheduled course gap training or course fee applicable at the time. See Late Assessment Submission (POL05A), Student Academic Progression Review (POL16B) and Fees, Charges and Refunds (POL19).

Extension of Assessment

Students are allowed to apply for an extension of assessment of up to four (4) times in the duration of a course's nominal hours, as indicated in The Student Training Plan at the time, however, all assessment tasks must be submitted prior to the end of the course date. If a student wishes to have more, both BECS and the student have the right to request an academic review interview as per Student Academic Progression Review Policy and Procedure (POL16B). Fees will apply. See Fees, Charges and Refunds (POL19).

Late Assessments

Late assessments without an extension granted by BECS are not accepted and will be marked NAS (Not assessed). See Late Assessment Submission Policy and Procedure (POL05A).

Resubmission of Assessments

Students are allowed one resubmit for an assessment, which has been previously deemed Not Yet



Competent. Fees will apply for second, third or subsequent resubmit. See Assessment Extension Policy and Procedure (POL05B).

Development of Assessments and Validation

Assessments are developed in consultation with industry and are validated at least annually as per Development of Learning & Strategies and resources Policy (POL13).

Assessment Decisions and Outcomes:

An assessment outcome can be one of the following: Competent (**C**), Not Yet Competent (**NYC**), Withdrawn (**WD**), Not Assessed (**NAS**), Recognition of Prior Learning – Granted (**RLG**), Recognition of Prior Learning – Not Granted (**RLN**), or Credit Transfer (**CT**), as per Assessment Policy and Procedure (POL05).

Special Considerations/Needs

Students who experience unforeseen circumstances or special needs that affect their performance in an assessment may be eligible to apply for a special consideration. Students wishing to apply for Special consideration in the above circumstances may do so in writing and submitting the Special Consideration Form (F01A-01) as per Special Consideration Policy and Procedure (POL01A).

Complaint /Grievance and Appeal Policies and Procedures

BECS 'Complaints/Appeals Policy and Procedure' require all disputes and grievances to be handled professionally and confidentially in order to achieve a satisfactory resolution. Each complaint, grievance, appeal (e.g. decisions awarding of course and unit results), and its outcome is recorded in writing and the appellant will be notified in writing of the outcome and reasons for the decision.

If the matter cannot be resolved by BECS to the student's satisfaction internally, the student may wish to take the complaint/appeal through legal avenues (e.g. the Anti-Discrimination Commission, Office of Fair Trading or other as appropriate).

For more information, refer to Complaint /Grievance Policy and Procedure (POL10) and Appeals Policy and Procedure (POL04).

Continuous Improvement Policy and Procedure

BECS is committed to the continuous improvement of its training and assessment system, products and resources. The Continuous Improvement Policy and Procedure (POL11), enables BECS to:

- Implement and maintain written procedures relating to acting on opportunities for improvement identified by any means, and the continuous improvement of its systems;
- Collect and analyse stakeholder and client feedback on the training and assessment services it provides, including courses, assessment activities and recognition of prior learning; and
- Use all information collected and analyzed from stakeholders to review its training and assessment policies and procedures.

If you wish to give some feedback, you may use the Continuous Improvement Request Form (F11-01).



Equal Opportunity Policy and Procedure

BECS recognizes that honesty, fairness, mutual respect and the responsible exercise of power are fundamental to achieving equity for all. As such, BECS is committed to equal opportunities principles and has a responsibility to create a learning environment free from discrimination. Refer to Equal Opportunity Policy and Procedure (POL15)

Anti Discrimination

In accordance with anti-discrimination legislation in Australia, BECS is committed to assisting members of the EO (Equal Opportunity) groups (women, Aboriginal people and Torres Strait Islanders, members of racial, ethnic, and religious minority groups, or people with a disability) to overcome disadvantage.

Bullying & Violence

BECS will not tolerate behaviour which is bullying or violent and expects all employees, contractors and students to treat each other with dignity and respect. BECS recognizes bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment. BECS will ensure that complainants of bullying and violence will not be victimized for making a complaint.

Sexual Harassment

BECS will not tolerate behaviour which is considered to be sexual harassment and expects all employees, contractors and students to treat each other with dignity and respect.

Vilification

BECS will not tolerate behaviour which vilifies another person and expects all employees, contractors and students to treat each other with dignity and respect.

Victimization

BECS will not tolerate behaviour of victimization of another person and expects all employees, contractors and students to treat each other with dignity and respect.

BECS Responsibilities

BECS has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for employees, contractors and students. As such, BECS maintains policies and procedures for equal opportunities for all staff, contractors and students, and to ensure that there is no discrimination against any individual or group of students or staff, in access to facilities, products and services.

Responsibilities of Staff, Contractors and Students

BECS employees, contractors and students have the responsibility to: act to prevent harassment, discrimination and victimization against others; respect differences among other staff, students and contractors such as cultural and social diversity; treat people fairly, without discrimination, harassment or victimization; refuse to join in with these behaviours; supporting the person in saying no to these behaviours; and act as a witness if the person being harassed decides to lodge a complaint.



Prevention of Harassment, Vilification and Bullying

BECS has policies and procedures in place for the prevention of harassment, vilification, victimization and bullying. Refer to BECS: Academic Integrity Policy and Procedure (POL15A), General Misconduct Policy and Procedure (POL15B), and Suspension and Expulsion Policy and Procedure (POL15C).

Disability

Employees, contractors and students with disabilities are encouraged to discuss with BECS any 'reasonable adjustments' to work and student environment which they consider being necessary or would assist them in the performance of their duties or studies. For adjustments relating to the BECS facilities, employees, contractors and student should contact the Managing Director of BECS (or delegated nominee).

Criminal Behaviour

Certain acts of sexual harassment may constitute a criminal offence. Physical molestation or assault, indecent exposure, obscene communications (including email), sexual assault, rape and stalking can be pursued with the police and BECS will support a complainant who wishes to report a complaint. In the event that the person does not wish to go to the police the matter can be dealt with under this policy and procedures.

Academic Integrity

BECS expects all students to conduct themselves honestly, ethically and in accordance with accepted standards in their study of work and to submit their own work for assessment. When it is identified that a student has cheated or committed an academic misconduct the Academic Integrity Policy and Procedure (POL15A) is intended to provide direction.

General Misconduct

The general Misconduct policy provides a definition of misconduct and several types of discrimination, and as such, there can be no misunderstanding of students' roles and responsibilities relating to their general conduct while studying with BECS. Refer to General Misconduct Policy and Procedure (POL15B).

Suspension and Expulsion Policy and Procedure

When guidelines about what constitutes misconduct, unacceptable behaviour, or poor academic progress are not followed students may be suspended or expelled from a Unit of Study/ Course as per Suspension and Expulsion/Exclusion Policy and Procedure (POL15C).

Complaints

Employees, contractors or students who wish to make a complaint related to Equal Opportunity should do so in accordance with BECS' Complaints/Grievance Policy and Procedure (POL10) to the Managing Director of BECS (delegated nominee).

All students are asked to operate within the general guidelines of the policies and procedures of BECS as outlined in the Student Handbook and 'BECS Code of Practice'. Failure to follow the Code of Conduct may involve the imposing of sanctions including removal from the course.



Evaluation and Feedback Policy and Procedure

BECS is committed to ensuring that stakeholder feedback is collected, analyzed, and utilized in the provision of professional training and assessment services. As such, BECS uses information gathered from stakeholders regarding training and assessment services, as per Evaluation and Feedback Policy and Procedure (POL16), through its continuous improvement processes to review policies and procedures.

BECS conducts the following types of evaluation:

Course Review

- Learner evaluation:
 - Class/Practicum Evaluation after completion of classes,
 - Assessment Evaluation/Feedback after completion of assessment,
 - Course Evaluation after completion of course,
 - Exit Survey (when a student exits a course),
 - Continuous improvement request,
- Relevant industry representatives and Annual reviews:
 - Course review survey by course participants,
 - Course review survey by Industry,
- Employer evaluation (transfer of learning to the workplace), where applicable.

All feedback will be considered and implemented as changes as deemed appropriate by the Managing Director of BECS.

Student Academic Progression Review

Monitoring student progress is BECS important enabling and proactive strategy to assist students to achieve their learning potential by: allowing for the early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance; and identifying and excluding students who continue to make unsatisfactory progress.

Student Academic Progression Review Policy and Procedure (POL16B) specifies how unsatisfactory progress will be identified and addressed, provides a framework for the management of student progress, facilitates the early identification of students whose academic performance is less than satisfactory, establishes guidelines for intervention to ensure such students are provided with knowledge of and access to appropriate learning support, resources and assistance, and identifies the rules governing the exclusion of students who continue to make unsatisfactory progress.

Flexible Delivery and Assessment Policy and Procedure

BECS is committed to flexible learning options for students to accommodate diverse various learning styles and needs. In support of the Access and Equity Policies and Procedures (POL01) implemented at BECS, BECS Flexible Delivery Policy and Procedure (POL18) will ensure that:

- Courses are offered with appropriate processing in place for distance/correspondence learning, taking into account safety issues;
- Courses are offered with multiple assessment options
- Flexible learning options are in accordance with the relevant industry, safety and terrorism laws.



Fees, Charges and Refunds Policy and Procedure

BECS is committed to ensuring clear practices for the administration and implementation of course fees, other charges, and refunds are in place. All students are advised of total costs and fees as outlined in the Course Student Information Book before they register or enroll.

For more information, refer to Fees, Charges, and Refunds Policy and Procedure (POL19).

Fee-for-Service

By completing and submitting a Course Enrolment the client is agreeing to pay fees for their training and assessment, as per the Enrolment/ Payment Agreement. An invoice will be issued to employer as agreed, and all fees are required to be paid by the due date.

BECS reserves the right of refusal to provide services where fees and any other additional charges associated with the provision of training and assessment services are unpaid despite being advised of the Fees and Charges Policy and Payment Agreement prior to enrolment.

Types of Fees

- Course Fees and Charges,
- Administration Fee,
- Resource Materials Fees,
- Other Fees and Charges such as: customization fees, travel and accommodation for an Assessor to conduct on site assessments, academic or non-academic Progress Review, alteration of enrolment fees (transfers, deferrals, new Student Training Plan, withdrawal, special Consideration), copies of academic reports, re-issuing of receipts, re-issue of qualifications and academic transcripts (by BECS partner RTO); follow-up charges associated with: late or non-payment penalty fee, dishonored cheque, late marking or re-assessment fees, assessment extension fee, administration fees for returning incomplete or un-assessed student documents, re-issuance of any course resource materials as applicable on the resource material being required at the time, other, as applicable at the time.

Payment Methods

- Visa, MasterCard, Bankcard, American Express, Diners Club via PayPal only on BECS website,
- Direct Debit,
- Other methods of payment can be organized with prior arrangements including:
 - Invoice (Organisations),
 - Personal, Bank or Business Cheque.

Fee Protection

BECS will make adequate provision to safeguard students' fees/funds, particularly advance payments made for courses and services.

Refunds

BECS will strive to maintain its fair and equitable refund policy.

BECS refund policy is that as our courses are of a set duration, the starting and finishing dates are indicated on the Enrolment Form. Once a trainee has enrolled, the course has commenced as indicated on the Enrolment Form, and once the trainee has commenced their training or



assessment there is no refund of the course, BECS course resource materials, training or assessment fees.

For course cancellation/withdrawal, suspension /deferral or transfers refer to Fees, Charges, and Refunds Policy and Procedure (POL19).

Marketing and Advertising Policy and Procedure

BECS is committed to ensuring that it conducts ethical marketing and advertising of training and assessment products and services and ensuring that marketing processes provide an accurate customer perception on the range and quality of services it offers and ensure the use of the Nationally Recognised Training (NRT) and State Training Logo (STA) logos on advertisements is in accordance with the AQTF. This commitment is reflected in BECS Marketing and Advertising Policy and Procedure (POL25)

Moderation and Validation Policy and Procedure

BECS is committed to conducting moderation and validation of its assessment tools, processes, evidence collected and judgments made by its assessors.

BECS will ensure that: validation and moderation occurs at least annually; key stakeholders are involved in validation and moderation processes; reviews, compares and evaluates assessment processes, tools, evidence and judgments made by a range of assessors against the same units of competency; documents validation and moderation activities, outcomes and actions taken to improve the quality and consistency of assessment, as per Moderation and Validation Policy and Procedure (POL26).

Mutual Recognition Policy and Procedure

BECS recognizes the AQF qualifications and Statements of Attainment issued by other RTO'. BECS Mutual Recognition Policy and Procedure (POL27), is a written procedures to recognize AQF qualifications and Statements of Attainment issued by other RTO. Information regarding its mutual recognition obligations is provided in all relevant documentation to clients, contractors and staff.

Occupational Safety & Health & Environment Policy and Procedure

BECS is committed to providing a learning environment which is free from safety and health hazards. BECS Occupational Safety & Health & Environment Policy and Procedure (POL28) shows this commitment, and ensures the provision of a safe and health learning environment to employees, student and contractors to allow all employees to perform their tasks to their maximum potential safely and efficiently and complying with all relevant laws, regulations and standards.

Privacy Policy and Procedure

Privacy Principles

BECS Privacy Policy and Procedure (POL31), operates under the privacy principles established by the Commonwealth Privacy Act 1988 (available at:

[http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/557ACD8CD6FF8421C-A25725C0082803C/\\$file/Privacy1988_WD02HYP.doc](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/557ACD8CD6FF8421C-A25725C0082803C/$file/Privacy1988_WD02HYP.doc));



1. *Collection* - BECS only collects necessary information pertaining to one or more specific operations. The candidate will be informed as to the purpose for which details are being collected.
2. *Use and Disclosure* - BECS ensures candidate personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the candidate, unless a prescribed exception applies.
3. *Data Quality* - BECS takes all reasonable measures to ensure all candidates' personal information that is collected used or disclosed is accurate, current and complete.
4. *Data security* - BECS takes all reasonable measures to: a) ensure all collected candidate personal information is protected from misuse, loss or damage, and b) all data and record storage is secure from unauthorized access, modification or disclosure.
5. *Openness* - BECS maintains documentation which details how candidate personal information is collected, managed and used. When a candidate makes an enquiry in relation to information collected, BECS explains what information is held, for what purpose it is held, and what procedures outline the collection and use of information.
6. *Access and Correction* - BECS allows candidates access to personal information held in all circumstances unless prescribed exceptions apply. If the candidate identifies errors within the information, BECS will correct and update the file.
7. *Unique Identifiers* - BECS does not assign candidates unique identifiers except when it is necessary for efficiency of operations. Commonwealth Government identifiers, such as Medicare numbers or Tax File Numbers, will only be used for the purposes of which they were issued.
8. *Anonymity* - BECS provides candidates the opportunity to interact with the business without requiring the candidate to make their identity known in any circumstances that it is practical and possible to do so.
9. *Trans Border Data Flows* - BECS privacy protection principles apply to the transfer of data throughout Australia.
10. *Sensitive Information* - BECS requests specific consent from a candidate in circumstances where it is necessary to collect sensitive information. Sensitive information may include but is not limited to: information relating to a candidate's health, criminal record, racial or ethnic background.

BECS undertakes to manage all personal information in a responsible and transparent manner. Student records are managed securely and confidentially and are available for student perusal on request.

Freedom of Information

BECS operates under the 'Right to Information Act 2009'. This means that BECS will make available to the student/client any personal information held by BECS about that student/client (available at: www.ombudsman.tas.gov.au/right_to_information2/freedom_of_information_decisions)

Marketing and Advertising

BECS markets its vocational education and training products in a professional and ethical manner, ensuring integrity, accuracy, and consistency. BECS will request consent/authorization for media from any student or staff member featuring in any BECS advertising or marketing programs. BECS also seeks authorization from partner RTO.



External Audit

BECS participates in performance monitoring processes as required or otherwise considered appropriate by the partner RTO.

Privacy Statement

BECS is committed to protecting students' privacy in accordance with the requirements of the *Commonwealth Privacy Act 1988*, according to which BECS is required to communicate to our students how their privacy will be protected.

Personal Information

Personal information collected by BECS are a result of enrolment, training and assessment, discussion with any client service or educational staff, or via written communication with BECS from the student processes (e.g. names, residential/postal addresses, date of births, contact telephone numbers, email addresses, occupations, education, qualifications, special learning requirements and needs, and academic records and results), are kept in individual student files.

The Use of Personal Information

Student personal information will be used within the Vocational Education and Training administration and regulation, for the purposes of:

- Providing students with education services required to successfully complete the course they are enrolled in;
- Planning - further developing and improving BECS business and educational systems;
- Research, reporting, and auditing;
- Communication - advise students of upcoming workshops, tutorials and relevant events;
- Evaluation - obtain feedback from students about the course, service, assessment, assessments, and facilities provided;
- Marketing - inform students about new products and services that might be introduced from time to time;
- Administering and managing services including billing and collecting debts.

Only authorized BECS personal have access to this information.

Student personal information will be held by BECS partner RTO for a period up to 30 years. Students' documents provided as evidence for the purposes of assessment will not be returned to students; they will be appropriately destroyed after one (1) year.

Disclosure of Personal Information

BECS may disclose student personal information to the following Organisations:

- Partner RTO and/or Government and Regulatory Authorities during audit of the service provided to students;
- Service providers who assist with managing the services provided to students including information technology, administration, marketing and debt recovery;
- Organisations involved in the transfer/sale of all or part of BECS assets or business;
- Other students for student networking purposes (on authority from the student).

No further access to students' enrolment information will be provided to any other Organisation or persons without students' consent unless, it's required/authorized by law - in accordance with the *Information Privacy Principles in Information Standard 42*.



Accessing Personal Information

Students have the right to access their personal information. When that choice is made, students' request must be submitted in writing to BECS - GPO Box 359 Chelsea Vic 3196. the appropriate form is provided in the 'Student Handbook'.

Recognition of Prior Learning Policy and Procedure

BECS is committed to providing fair and equitable processes for Recognition of Prior Learning options to all students or potential students. As such, BECS implemented and maintains the Recognition of Prior Learning Policy and Procedure (POL34), according to which BECS:

- Offers Recognition of Prior Learning to all students on enrolment and that Recognition of Prior Learning processes are structured to minimize the time and cost to applicants;
- Provides adequate information and support to applicants to gather reliable evidence to support their claim, and
- Ensures that all Recognition of Prior Learning applicants are processed in accordance with the Assessment Policy.

STUDENT CODE OF CONDUCT**F15-01**

BECS staff take pride in the high standard of training they provide and they invite you to work in partnership with them to share the responsibility for developing a safe and effective learning environment with mutual respect and understanding.

The Student Code of Conduct outlines a student's responsibilities and rights. Its purpose is to ensure an atmosphere of understanding, respect and professionalism and a supportive adult learning environment that celebrates diversity and embraces equal opportunity.

Every student has the right to participate in BECS' programs/activities, free of inappropriate behaviour that may impair the learning process or the emotional, physical and mental wellbeing of individual students.

As a student at BECS, you are required to adhere to the guidelines listed below.

Student Expectations

BECS expects that students will be committed to their studies, interact in a positive and respectful manner with both staff and students and operate in an ethical fashion. This Code of Conduct provides details of expectations of student behaviour/conduct as well as providing details of the possible consequences to students if they are in breach of it.

In particular, this Code of Conduct details expectations of students in relation to:

- General behaviour and attitude,
- Harassment/bullying,
- Plagiarism, Cheating, and collusion,
- Assessment tasks and deadlines.



1. General Behaviour and Attitude

BECS maintains high education and training standards that require students to be committed to their studies in order to achieve their educational goals. To those who are committed to their studies, BECS will be devoted to help them achieve educational success.

Students are expected to:

- 1.1. Be committed to their studies;
- 1.2. Be committed to satisfactory academic progress;
- 1.3. Be committed to any mandatory directions from BECS;
- 1.4. Complete all assessment tasks and practical work by the due dates, as agreed in their student Training Plan (F18-02);
- 1.5. Attend their classes/tutorials and practicum regularly and on time;
- 1.6. Be prepared for their classes/tutorials and/or practicum;
- 1.7. Treat their peers and teachers/trainers-assessors with respect;
- 1.8. Behave in a manner which does not interfere with the learning rights of others;
- 1.9. Seek help or guidance with any difficulties they may be experiencing by talking to the teaching staff and/or the Managing Director;
- 1.10. Have regard for BECS facilities available to them and ensure that such property is treated with respect.

2. Harassment/bullying

BECS operates with the philosophy of providing an environment of mutual respect, co-operation, and understanding; as such the learning environment should be comfortable for all staff and students and free from any form of harassment. Harassment may take many forms including:

- 2.1. Racial harassment - unfairly disadvantages people based on negative attitudes about cultural backgrounds and physical characteristics;
- 2.2. Sexual harassment - verbal or physical acts which refer to a person's sexuality or gender in an offensive or degrading manner;
- 2.3. Verbal harassment - can overlap with any of the other forms of harassment, but also includes offensive language, slander, offensive notes or graffiti or telephone messages, SMS, email or messages on blogs or on social networking websites about others.

All BECS students and staff have the right to:

- 2.4. Feel safe and comfortable at all times,
- 2.5. Feel secure at all times.

All BECS students and staff have the responsibility to:

- 2.6. Keep themselves and their environment safe,
- 2.7. Show respect for themselves, for others and BECS' property.

Actions which take the form of harassment or assault or which are coercive, including those that are seemingly justified on the basis of being an initiation into, or punishment within a group, are unacceptable. Harassment is not tolerated at BECS and the Managing Director will deal with all incidents of harassment as per BECS General Misconduct Policy and Procedure (POL15B) and Suspension and Expulsion Policy and Procedure (POL15C).



3. Plagiarism, Cheating, and Collusion

BECS expects all students to conduct themselves honestly, ethically and in accordance with accepted standards. BECS regards plagiarism as a very serious offence, and keeps a register of cases of student plagiarism to assist the detection of students committing multiple offences.

When it is identified that a student has cheated or committed an act of plagiarism, BECS Academic Integrity Policy and Procedure (POL15A) and Suspension and Expulsion Policy and Procedure (POL15C) are intended to provide direction.

4. Assessment Tasks and Deadlines

Due dates for assessment tasks have been agreed upon by the student in the Student Training Plan. Students must meet the deadlines; if there are difficulties, we encourage students to talk to the trainer/assessor to arrange another time. Students need to submit assessment tasks to the address as indicated in Student Training Plan. The required cover page and other forms, as indicated in the assessment kit, must accompany all submitted assessment tasks. In rare circumstances, students may be granted an extension as per BEC Assessment Extension Policy and Procedure (POL05B).

Students who disobey BECS rules as stated in BECS Code of Practice, and as stated in Academic Integrity Policy and Procedure (POL15A) and General Misconduct Policy and Procedure (POL15B), the student will be issued with two warnings. If the student re-offends, BECS reserves the right to withdraw the student from the enrolled course/program as per Suspension and Expulsion Policy and Procedure (POL15C).

CONDITIONS OF ENROLMENT

A condition of enrolment in BECS training programs is that students comply with BECS Student Conduct Policy and BECS Policies and Procedures as stated in 'BECS Code of Practice' (can be found at www.becsonline.com.au), Student Handbook and Course Information Book. BECS bases this code on the principle of protecting the interests and safety of all students, and to enable BECS staff to provide a high level of service to all students.

ASSOCIATED FORMS

The following form can be found at the end of this book and must be use with any student requests throughout the course.

- F01A-01- Special Consideration Form
- F02-03 - Acknowledgement Declaration
- F03-02 - Variation of Enrolment (Cover Sheet)
- F03-04 - Personal Details Amendment Form
- F04-01 - Appeals Lodgment Form
- F05-11 - Alternative Assessment Form
- F05B-01 - Extension Request Application
- F10-01- Informal Complaint/Grievance Cover Sheet
- F10-02 - Formal Complaint/Grievance Lodgment
- F11-01 - Continuous Improvement Request Form
- F31-01 - Consent to BECS to Release Information Form
- F31-02 - Consent Form



APPLICATION FOR SPECIAL CONSIDERATION FORM

F01A-01

This form is to be used when applying for special consideration in assessments. It is also to be used when applying for an extension of more than five working days from the original due date for submission of assessment tasks, deferring or withdrawing from Unit/Course.

PERSONAL DETAILS

Student ID:		Date of Birth: / /
Course Code - Name		
Enrolment Conditions	<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time
Telephone:	(H)	(W)
Email:		

Eligibility

Students at BECS may apply for Special Consideration on a range of health/medical, non-medical, or compassionate grounds where they experience unexpected or extenuating circumstances, during a course of study with BECS, which:

1. Preventes them from submitting assessable task/s; or
2. Preventes them from their studies or,
3. Substantially affects their performance in the above.

Special consideration is not intended to cover pre-existing conditions. The application must clearly demonstrate that it meets the eligibility criteria as identified in BECS Special Consideration Policy and Procedure (POL01A) at: www.becsonline.com.au

The granting of special consideration by BECS is NOT automatic.

BECS special consideration is decided on the basis of student's application and the evidence supplied.

This Process Does NOT Apply to:

Students seeking extensions of time of up to five (5) calendar days or less after the original submission due date. A separate 'Extension Request Application Form (F05B-01)', (available from www.becsonline.com.au), must be completed.

INSTRUCTIONS

Lodgment Options

Applications must be lodged no later than three (3) working days after the due date of the assessment for which the student is seeking special consideration.

Where **the required documentation is not available** by the deadline for lodgment, the student should still lodge the application within the allowed time and include a statement advising BECS that their supporting documentation will follow. The student has a maximum of **five working days** from the date the application was lodged to submit their supporting documentation with a sheet attached listing their student number, date of birth, family and given names. The student should retain copies of their application and supporting documentation.

An application may be lodged via:

Email: info@becsonline.com.au

Facsimile: +61 3 6356 0495

Mail: PO Box 28 Bridport TAS 7261



Completing the Application

The student must ensure to complete both sections, A and B:

- Section A – the student must provide complete details for each assessment in a course for which they seek special consideration.
- Section B - the student must provide detailed reasons for their grounds for special consideration.

Supporting Documentation

A student's application for special consideration **must** be accompanied by independent substantiating documentation.

- Applications made on medical / psychological grounds must include a completed Statement of Impact on Assessment from a relevant qualified practitioner, registered with a recognised body (e.g. a doctor, a psychologist, a psychiatrist, a social worker).
- Applications made on other grounds must include a completed Statement of Impact on Assessment from a relevant official person, (e.g. a death notice or certificate, a police report, or a court report).

Notification of Application Outcome

Notification of application outcome will be sent to the student within 10 working days via email. It is the student's responsibility to check their emails regularly and to ensure that it is able to receive mail.

Extensions of More Than Five (5) Working Days from Original Due Date for Submittable Assessment

It is expected that will continue to progress that work and submit it as soon as possible whilst their application is under consideration.

Late Applications

Late applications **will** only be considered in exceptional circumstances and must contain a detailed explanation of the reasons for being late, supported by valid independent documentary evidence, and be submitted to BECS.

Application for Special Consideration	Student ID:	<input type="checkbox"/> Part Time	<input type="checkbox"/> Full Time
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SECTION A - COURSE INFORMATION FOR WHICH SEEKING SPECIAL CONSIDERATION

1 - I Would Like to Receive Special Consideration for my Course

<input type="checkbox"/> Course Code/Name	
--	--

2 - I Would Like to Receive Special Consideration for the Following Selected Unit/s:

<input type="checkbox"/> PSPGOV414A	<input type="checkbox"/> PSPGOV415A	<input type="checkbox"/> CHCGROUP806B
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3 - I Would Like to Receive Special Consideration for my Assessment Task/s

<input type="checkbox"/> Unit Code:	PSPGOV414A
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Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course

Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course

<input type="checkbox"/> Unit Code:	PSPGOV415A
--	-------------------

Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course

Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course

<input type="checkbox"/> Unit Code:	CHCGROUP806B
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Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course

Assessment Task:	<input type="checkbox"/> Requested Adjustment (please tick one)		
Due Date of Assessment Task: / /	<input type="checkbox"/> Extension of Time/(Proposed New Date): / / (More than (5) working days from original due time)		
	<input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Deferred Assessment	<input type="checkbox"/> Withdrawal from Course



Application for Special Consideration	Student ID:	<input type="checkbox"/> Part Time	<input type="checkbox"/> Full Time
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SECTION B – MEDICAL/HEALTH GROUNDS – STATEMENT OF IMPACT ON ASSESSMENT

PART 1 – MEDICAL/PSYCHOLOGICAL GROUNDS

I agree to my health/professional practitioner providing clarification of the following information to BECS:

Note: For the application to be considered on medical/health grounds, all fields of this statement must be completed by an independent registered medical/health practitioner. A standard medical certificate is insufficient; however, it can be used to support the Statement of Impact on Assessment.

Student Signature:	Date: / /
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TO BE COPLETED BY THE MEDICAL/ CLINICAL HEALTH PRACTITIONER

Special consideration is a variation to an assessment/s or suspension/cancellation of course, which may be granted by BECS and takes into account the impact of unexpected or extenuating circumstances that have **severely** affected a student’s performance in assessment or studies, or prevented them from attempting the assessment/s or studies.

On (date/s of consultation)

I,examined
(name) a registered medical/health professional practitioner

.....
(Student name in BLOCK LETTERS)

<input type="checkbox"/> I have determined that he/she is suffering from: 	(diagnosis to be provided with student’s consent)
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OR

<input type="checkbox"/> The student states that he/she is suffering from: 	Description/name of condition:
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Is the condition (tick one):	<input type="checkbox"/> temporary	<input type="checkbox"/> short-term (3–6 months)	<input type="checkbox"/> ongoing*	<input type="checkbox"/> permanent*	
Is the impact of the condition (tick one):	<input type="checkbox"/> constant	<input type="checkbox"/> fluctuating	<input type="checkbox"/> improving	<input type="checkbox"/> deteriorating	<input type="checkbox"/> episodic



IMPACT ON ACADEMIC ASSESSMENT

The impact of the condition on the student’s ability to sit/complete the assessment/s is:

Tick	Impact	From (Insert date)	Until (Insert date)
<input type="checkbox"/>	Total Incapacitation The impact of condition extremely serious in nature. Student affected to the extent that to sit/ complete the assessment/s is not possible (hospitalized/ bedridden,).	/ /	/ /
<input type="checkbox"/>	Severe Impact on Academic Assessment The impact of condition is serious in nature. Student cannot complete the assessment/s or the level of performance is severely affected.	/ /	/ /
<input type="checkbox"/>	Moderate Impact on Academic Assessment The impact of the condition has caused some discomfort but has not had a severe impact on student’s ability to undertake the assessment/s.	/ /	/ /
<input type="checkbox"/>	Minor Impact on Academic Assessment The impact of the condition is not severe and has not had a significant impact on the student’s ability to undertake the assessment/s.	/ /	/ /
<input type="checkbox"/>	No Impact on Academic Assessment The condition does not have an impact on student’s ability to complete the assessment (e.g. normal range of anxiety about writing an essay/sitting a test).	/ /	/ /
<input type="checkbox"/>	Unable to Assess Impact on Academic Assessment The impact of the condition is not able to be determined (i.e. the condition cannot be diagnosed; there is no visible/prevalent condition).	/ /	/ /

Outcomes

Special consideration is a reactive process to compensate students for unexpected illness or hardship.
Approved applications may provide a student a suspended/deferred, alternative arrangement, extension of time or, in certain circumstances, a late withdrawal without academic penalty.

Details of Medical/Health Practitioner’s

Name		Medical/Health Practitioner’s Stamp
Registration No.		
Address of Practice		
Telephone		
Signature		
	Time of Consultation:	Date: / /



Application for Special Consideration	Student ID:	<input type="checkbox"/> Part Time	<input type="checkbox"/> Full Time
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PART 2 – NON MEDICAL GROUNDS

A detailed statement of the grounds for your application **must** be provided below and/or attached. Supporting independent documentation/ evidence of the situation and impact of this circumstance on student's ability to study or undertake the required assessment/s **must** be attached. Each question must be addressed individually with each question stated before the answer.

What are the Special Circumstances Relating to This Application?

When Did You Become Aware That You Could Not Continue Your Assessments / Studies?

How These Special Circumstances Effect Your Studies?

How Were These Special Circumstances Beyond Your Control?



SUPPORTING INDEPENDENT DOCUMENTATION

NOTE: Please tick relevant documents from the checklist below. If you have ticked (Other), please provide a brief note in the box provided and attach all relevant evidence to this form. Your application will not be processed unless relevant documentation is provided.

<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Statutory Declaration Outlining Circumstances	<input type="checkbox"/> Psychologist / Counsellor Evaluation
<input type="checkbox"/> Police Report	<input type="checkbox"/> Letter from your Employer (on company letterhead)	<input type="checkbox"/> Court or Legal Documentation
Other (please specify and attach documentation)		

SECTION C – STUDENT DECLARATION

Documentary evidence in support of my application:

Is attached

Will follow (**must be submitted within five working days of application**)

- I understand that my email inbox must be able to receive incoming email
- I declare the information provided by me is true and correct in every detail.
- I acknowledge that BECS reserves the right to confirm the information provided and may vary or reverse any decision regarding special consideration on the basis of incorrect or incomplete information.
- I give consent for BECS to contact my treating practitioner and/or other person/Organisation named in supporting documentation to confirm/clarify the information provided and for the practitioner or other person/Organisation to provide information limited to its impact on my ability to complete the assessment tasks described in my application for special consideration.
- I understand I may be asked to provide a more specific consent to disclosure of the information should this be required by BECS.
- I also give consent for my supporting documentation to be referenced in any remissions process that I may initiate.
- I understand that it is my responsibility to establish sufficient grounds for special consideration and to provide the evidence to support these grounds.
- **I understand that incomplete and unsupported applications cannot be considered by BECS and that provision of false or misleading information is grounds for disciplinary action.**

Signature:		Date: / /
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BANKING INFORMATION *(Please choose one of the three options below)*

<input type="checkbox"/>	I wish to apply to credit fees paid against future study
<input type="checkbox"/>	I wish to apply for a refund of my fees paid

Account Name	
Bank Name	
BSB #	
Account Number	

CHECKLIST

The following is a checklist to help ensure that you have completed and attached all your documentation correctly before **submitting this form to BECS**.

<input type="checkbox"/>	Have you spoken with a BECS representative in relation to this application?
<input type="checkbox"/>	Have all your personal details requested on the form been filled in correctly and have you signed the declaration?

UNIT/COURSE INFORMATION

<input type="checkbox"/>	Have you listed the unit(s) / course you/assessment task/s you are applying for special circumstances?
--------------------------	--

GENERAL INFORMATION

<input type="checkbox"/>	Have you indicated if you are applying for refund of paid tuition fees?
--------------------------	---

SUPPORTING DOCUMENTATION

<input type="checkbox"/>	Have you attached a letter addressing the questions listed on this form and attached it to this form?
<input type="checkbox"/>	Have you attached the Statement of Impact on assessment?
<input type="checkbox"/>	Have you attached the required supporting documentation as outlined on this form?

DECLARATION

I wish to apply for consideration of Special Circumstances as outlined in this form.
 I declare that the information I have provided on this application is true and correct.
 I have read and understood the Special Consideration Policy and Procedures (POL01A) provided with this form.
 I confirm that I have attached independent supporting documentation with this request.

Your request will only be considered if you have signed this form

Signature:		Date:	/	/
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OFFICE USE ONLY

Received by:		Received Date:	/	/
All documents claimed by applicant have been sighted and are attached			<input type="checkbox"/> Yes	<input type="checkbox"/> No



ACKNOWLEDGEMENT FORM	F02-03
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SECTION A – PERSONAL DETAILS

Student Full Name		Student ID:
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SECTION B - DECLARATION

I acknowledge that I have read and fully understand the contents of the Student Information Book and the Student Handbook Book, which outlines the conditions of my rights and responsibilities as a participant of BECS training program, the (69795) Vocational Graduate Diploma in Counselling Supervision.

I understand that this is also an induction into my training program with BECS and all BECS resource materials of this course.

I also acknowledge that I have received all learning resource materials for this course.

OFFICIAL USE ONLY

Student Signature		Date: / /
Name of Witness		
Signature of Witness		Date: / /

OFFICE USE ONLY

Received by:		Date Received: / /
Signature:		



VARATION TO ENROLMENT FORM – COVER SHEET	F03-02
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This form is to be completed if you are requesting a **transfer** from full-time or part-time enrolment, a **suspension/deferral** or **cancellation/withdrawal** from the course. Please ensure you refer to the Checklist on the back of each section and the relevant Policies and Procedures before completing the relevant form.

PERSONAL DETAILS

Full Name		Student ID:
Address:		
		Postcode:
Telephone:	(H)	(W)
Signature:		Date:

GENERAL INFORMATION

Please refer to BECS relevant Policies and Procedures on the website and call BECS if you need clarification or information on how the policy refers to you.

Are your FEES paid up-to-date? (If you answered NO or UNSURE, please contact BECS).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware of potential financial/academic penalty associated with this application? Please refer to BECS Relevant Policies and Procedures.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COURSE/UNIT INFORMATION

Course Enrolled:					
Mode of Delivery:	<input type="checkbox"/> Class/Lecture	<input type="checkbox"/> Workplace	<input type="checkbox"/> Distance	<input type="checkbox"/> RPL	<input type="checkbox"/> Mixed
Date Course Commenced:					
Enrolment Conditions	<input type="checkbox"/> Full-time		<input type="checkbox"/> Part-time		

APPLICATION FOR:

<input type="checkbox"/> SECTION A	Transferral (Full-time/Part-time)	Please go to Attachment A
<input type="checkbox"/> SECTION B	Deferral/Suspension	Please go to Attachment B
<input type="checkbox"/> SECTION C	Cancellation/Withdrawal	Please go to Attachment C
<input type="checkbox"/> SECTION D	Special Consideration	Please go to Attachment C

TO CONTINUE PLEASE GO TO THE SECTION RELEVANT TO YOUR APPLICATION



<input type="checkbox"/> SECTION A	TRANSFER	F03A-02
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This section is to be used as an attachment to ‘Variation to Enrolment Form – Cover Sheet’ of this application

GENERAL INFORMATION

Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) and call BECS if you need clarification or information on how the policy refers to you.		
When do you intend to transfer your full-time/part-time enrolment	/	/
Are you aware that your application involves a successful negotiation of updated / new Student Training Plan with BECS? (If you answered NO, please contact BECS).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are your FEES paid up-to-date? (If you answered NO, please contact BECS)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware that you’re your Payment Plan may have to be readjusted? (If you answered NO, please contact BECS).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware of potential financial/academic penalty associated with transferring from full-time to part-time or from part-time to full-time studies of course or units of study? Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer (POL03A)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I would like to transfer from:

<input type="checkbox"/> Full time to Part-time	<input type="checkbox"/> Part-time to Full time	<input type="checkbox"/> Other
---	---	--------------------------------

Reason for change:

SUPPORTING INDEPENDENT DOCUMENTATION

NOTE: Please tick relevant documents from the checklist below. If you have ticked (Other), please provide a brief note in the box provided and attach all relevant evidence to this form. Your application will not be processed unless relevant documentation is provided.

<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Statutory Declaration Outlining Circumstances	<input type="checkbox"/> Psychologist / Counsellor Evaluation
<input type="checkbox"/> Police Report	<input type="checkbox"/> Letter from your Employer (on company letterhead)	<input type="checkbox"/> Court or Legal Documentation

Other (please specify and attach documentation)
--

NOTE - If you are applying for Special Consideration in relation to your Transfer, please complete the Special Consideration Form (F01A-01) and attach to your application.



CHECKLIST TO SECTION A

The following is a checklist to help ensure that you have completed and attached all your documentation correctly before **submitting this form to BECS for processing.**

<input type="checkbox"/>	I have discussed my options with a representative of BECS and I have attached the Documentation of Informal Discussions – Cover Sheet to this form.
--------------------------	---

PERSONAL DETAILS

<input type="checkbox"/>	Have you checked to ensure that your personal details have been filled in correctly?
--------------------------	--

<input type="checkbox"/>	Have you put in your transfer (full-time/part-time) dates? (if applicable)
--------------------------	--

GENERAL INFORMATION

<input type="checkbox"/>	Have you completed all the relevant questions in this section? If you are not sure please check with BECS.
--------------------------	--

<input type="checkbox"/>	If you are applying for Special Consideration, please ensure you complete and attach relevant forms to this application.
--------------------------	--

COURSE

<input type="checkbox"/>	Have you listed the name of your course and the relevant enrolment condition (full-time/part-time) you are requesting to transfer from /to and date/s of commencement?
--------------------------	--

<input type="checkbox"/>	Have you negotiated an updated /new version of your Student Training Plan, with BECS?
--------------------------	---

CIRCUMSTANCES OF TRANSFER

<input type="checkbox"/>	Have you noted the circumstances for which you are applying for a transfer of your enrolment condition (full-time/part-time) and attached all relevant documentation to this application? You MUST attach relevant documentation to your application otherwise it will be declined.
--------------------------	---

DECLARATION

<input type="checkbox"/>	Have you signed and dated the form?
--------------------------	-------------------------------------

STUDENT DECLARATION AND SIGNATURE

I declare that to the best of my knowledge, the information I have supplied on this form is true and correct. I have read and understood the Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) provided with this form.
I confirm that I have attached independent supporting documentation with this request.

Your request will only be considered if you have signed this form

Student Signature:		Date:	/ /
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OFFICE USE ONLY

Received by:		Received Date:	/ /
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All documents claimed by applicant have been sighted and are attached	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<input type="checkbox"/> SECTION B	DEFERRAL / SUSPENSION	F03B-02
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This section is to be used as an attachment to ‘Variation to Enrolment Form – Cover Sheet’ of this application

GENERAL INFORMATION

Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) and call BECS if you need clarification or information on how the policy refers to you.		
When do you intend on returning to your studies?	/	/
Are you aware that your application involves a successful negotiation of updated / new Student Training Plan with BECS? (If you answered NO, please contact BECS).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are your FEES paid up-to-date? (If you answered NO, please contact BECS)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware of potential financial/academic penalty associated with deferring/suspending from your course? Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<input type="checkbox"/> I would like to defer my Course:
Reason for change:

SUPPORTING INDEPENDENT DOCUMENTATION

NOTE: Please tick relevant documents from the checklist below. If you have ticked (Other), please provide a brief note in the box provided and attach all relevant evidence to this form. Your application will not be processed unless relevant documentation is provided.		
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Statutory Declaration Outlining Circumstances	<input type="checkbox"/> Psychologist / Counsellor Evaluation
<input type="checkbox"/> Police Report	<input type="checkbox"/> Letter from your Employer (on company letterhead)	<input type="checkbox"/> Court or Legal Documentation
Other (please specify and attach documentation)		

NOTE - If you are applying for Special Consideration in relation to your Deferral/ Suspension, please complete the Special Consideration Form (F01A-01) and attach to your application



CHECKLIST TO SECTION B

The following is a checklist to help ensure that you have completed and attached all your documentation correctly before **submitting this form to BECS for processing.**

<input type="checkbox"/>	I have discussed my options with a representative of BECS and I have attached the Documentation of Informal Discussions – Cover Sheet to this form.
--------------------------	---

PERSONAL DETAILS

<input type="checkbox"/>	Have you checked to ensure that your personal details have been filled in correctly?
--------------------------	--

<input type="checkbox"/>	Have you put in your return to study/s date? (if applicable)
--------------------------	--

GENERAL INFORMATION

<input type="checkbox"/>	Have you completed all the relevant questions in this section? If you are not sure please check with BECS.
--------------------------	--

<input type="checkbox"/>	If you are applying for Special Consideration, please ensure you complete and attach relevant forms to this application.
--------------------------	--

COURSE/SUBJECT(s)

<input type="checkbox"/>	Have you listed the name of your course you are requesting to defer/suspend including the Course Code/s?
--------------------------	--

<input type="checkbox"/>	Have you negotiated an updated /new version of your Student Training Plan, with BECS?
--------------------------	---

CIRCUMSTANCES OF DEFERRAL

<input type="checkbox"/>	Have you noted the circumstances for which you are applying for a Deferral/ Suspension and attached all relevant documentation to this application? You MUST attach relevant documentation to your application otherwise it will be declined.
--------------------------	---

DECLARATION

<input type="checkbox"/>	Have you signed and dated the form?
--------------------------	-------------------------------------

STUDENT DECLARATION AND SIGNATURE

I declare that to the best of my knowledge, the information I have supplied on this form is true and correct. I have read and understood the Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) provided with this form.
I confirm that I have attached independent supporting documentation with this request.
Your request will only be considered if you have signed this form

Student Signature:		Date:	/ /
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OFFICE USE ONLY

Received by:		Received Date:	/ /
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All documents claimed by applicant have been sighted and are attached	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<input type="checkbox"/> SECTION C	CANCELLATION/ WITHDRAWAL	F03C-02
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This section is to be used as an attachment to ‘Variation to Enrolment Form – Cover Sheet’ of this application

GENERAL INFORMATION

Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) and call BECS if you need clarification or information on how the policy refers to you.		
When do you intend to cancel/withdraw from this course?	/	/
Are your FEES paid up-to-date? (If you answered NO, please contact BECS)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you aware of potential financial/academic penalty associated with withdrawing from your course? Please refer to BECS Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I wish to apply for a cancellation/withdrawal because (please tick one):

<input type="checkbox"/>	I am canceling/ withdrawing from the course but not applying for a refund.
<input type="checkbox"/>	I am canceling/ withdrawing from the course and applying for a refund
<input type="checkbox"/>	I am canceling/ withdrawing two (2) weeks prior to the commencement of the course date as indicated on my enrolment form
<input type="checkbox"/>	I am canceling/ withdrawing days/weeks/months, after the commencement of the course date as indicated on my enrolment form
<input type="checkbox"/>	I am canceling/ withdrawing from the course as a result of extenuating circumstances
<input type="checkbox"/>	Other: (Please specify):

NOTE: Refunds are to be made to the student, Organisation or third party who originally paid.

SUPPORTING INDEPENDENT DOCUMENTATION

NOTE: Please tick relevant documents from the checklist below. If you have ticked (Other), please provide a brief note in the box provided and attach all relevant evidence to this form. Your application will not be processed unless relevant documentation is provided.

<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Statutory Declaration Outlining Circumstances	<input type="checkbox"/> Psychologist / Counsellor Evaluation
<input type="checkbox"/> Police Report	<input type="checkbox"/> Letter from your Employer (on company letterhead)	<input type="checkbox"/> Court or Legal Documentation
Other (please specify and attach documentation)		

NOTE: If you are applying for Special Consideration in relation to your Cancellation/ Withdrawal (for example you are canceling after your course start date, please complete the Application for Special Consideration Form (F01A-01) and attach to your application.
If you are applying for Refund in relation to your Cancellation/Withdrawal please complete the Refund Application Form (F19-01) and attach to your application.



CHECKLIST TO SECTION C

The following is a checklist to help ensure that you have completed and attached all your documentation correctly before **submitting this form to BECS for processing.**

<input type="checkbox"/>	I have discussed my options with a representative of BECS and I have attached the Documentation of Informal Discussions – Cover Sheet to this form.
--------------------------	---

PERSONAL DETAILS

<input type="checkbox"/>	Have you checked to ensure that your personal details have been filled in correctly?
--------------------------	--

<input type="checkbox"/>	Have you put in your cancellation/ withdrawal date from your study/s? (if applicable)
--------------------------	---

GENERAL INFORMATION

<input type="checkbox"/>	Have you completed all the relevant questions in this section? If you are not sure please check with BECS.
--------------------------	--

<input type="checkbox"/>	If you are applying for Special Consideration, please ensure you complete and attach relevant forms to this application.
--------------------------	--

<input type="checkbox"/>	If you are applying for Refund, please ensure you complete and attach relevant refund forms to this application.
--------------------------	--

COURSE

<input type="checkbox"/>	Have you listed the name of your course you are requesting to withdraw from?
--------------------------	--

CIRCUMSTANCES OF CANCELLING/ WITHDRAWING

<input type="checkbox"/>	Have you noted the circumstances for which you are applying for a Cancellation/ Withdrawal and attached all relevant documentation to this application? You MUST attach relevant documentation to your application otherwise it will be declined.
--------------------------	---

DECLARATION

<input type="checkbox"/>	Have you signed and dated the form?
--------------------------	-------------------------------------

STUDENT DECLARATION AND SIGNATURE

I declare that to the best of my knowledge, the information I have supplied on this form is true and correct. I have read and understood the Deferral/ Suspension, Cancellation/Withdrawal, Transfer Policy and Procedure (POL03A) provided with this form.
I confirm that I have attached independent supporting documentation with this request.
Your request will only be considered if you have signed this form

Student Signature:		Date:	/ /
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OFFICE USE ONLY

Received by:		Received Date:	/ /
All documents claimed by applicant have been sighted and are attached			<input type="checkbox"/> Yes <input type="checkbox"/> No



<input type="checkbox"/> SECTION D	PAYMENT DETAILS		F03D-02
Full Name		Student ID:	
Course Enrolled:			
Address:			Postcode:
Telephone:	(H)	(W)	
Signature:		Date: / /	

MY PAYMENT FOR:

<input type="checkbox"/> SECTION A	Transferral (Full-Time/Part-Time)	\$600.00
<input type="checkbox"/> SECTION B	Suspension/Deferral	\$400.00
<input type="checkbox"/> SECTION C	Cancellation/ Withdrawal	\$800.00
<input type="checkbox"/>	Special Consideration	\$800.00

IS:

- Cheque/Money Order attached**
- Bank Receipt for Direct Deposit attached**

OFFICE USE ONLY			
VARATION TO ENROLMENT FORM			F03-02
<input type="checkbox"/> Section A	Variation to Enrolment Form - Transfer	F03A-02	
<input type="checkbox"/> Section B	Variation to Enrolment Form – Suspension/Deferral	F03B-02	
<input type="checkbox"/> Section C	Variation to Enrolment Form – Cancellation/ Withdrawal	F03C-02	
<input type="checkbox"/>	Special Consideration	F01A-01	
<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	Approval Number:	Refund Amount \$
Approval Category (choose one)			
<input type="checkbox"/> Course Cancelled by BECS		<input type="checkbox"/> Overpayment in BECS fees	
<input type="checkbox"/> Refund Before commencement of the course date		<input type="checkbox"/> Extenuating circumstances	
Approved by:		Date: / /	
Signature:		Date: / /	

PLEASE RETURN THIS FORM WITH YOUR PAYMEN



PERSONAL DETAILS AMENDMENT FORM

F03-04

Please complete, sign and return this form to:
BECS PO Box 28 Bridport TAS 7262

SECTION A – Current Details

Date of Birth:	/ /				Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss	<input type="checkbox"/> Dr	<input type="checkbox"/> Prof	<input type="checkbox"/> Other:
Surname							
Given Name/s							
Residential Address							
Postal Address (if different to residential address)							
Suburb / Town					State:	Postcode:	
Telephone	Home:				Work:		
	Mb:				Fax:		
Email							

SECTION B – Change of Name

Any change of name must be supported with certified documentation such as birth certificate, marriage certificate, passport etc.

Surname					First Name:		
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss	<input type="checkbox"/> Dr	<input type="checkbox"/> Prof	<input type="checkbox"/> Other:
Reason:	<input type="checkbox"/> Marriage (MRG)		<input type="checkbox"/> Divorce (DIV)		<input type="checkbox"/> Name change (NMC)		<input type="checkbox"/> Administrative error (DATER)

SECTION C – Change of Address

New Postal Address:	(Note: All correspondence will be sent to this address) Postal Address is your correspondence address		
Address:			Postcode:
Telephone:			Fax:
Mob:			

New Home Address:	(Note: If your 'Home Address' is the same as your 'Postal Address' please write "as above") Home Address is permanent home residence		
Address:			Postcode:
Telephone:			Fax:
Mob:			

Student's Signature:			Date: / /
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OFFICE USE ONLY

Documentary Evidence Sighted by:			Date: / /
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APPEAL LODGMENT FORM		F04-01
		OFFICE USE ONLY Appeal No:
APPELLANT		
Name		Student ID:
Address:		Postcode:
Phone:		Email:
DETAILS OF COURSE ASSESSMENT		
Course Name		Course Date:
Assessors Name:		
Assessment Task:		
AREA RELATING TO YOUR GROUNDS FOR APPEAL (PLEASE TICK)		
<input type="checkbox"/> Incorrect assessment decision	<input type="checkbox"/> Inappropriate assessment task/process	
<input type="checkbox"/> Bias of the assessor	<input type="checkbox"/> Faulty, inappropriate or lack of equipment	
<input type="checkbox"/> Lack of competence of assessor	<input type="checkbox"/> Inappropriate assessment conditions	
<input type="checkbox"/> Incorrect information provided regarding assessment		
Please outline the nature/ situation for your appeal:		
Please describe evidence you are submitting to support your claim		
Appellant Declaration:		
I have read and understood BECS' Appeals Policy and acknowledge that BECS will use an independent assessor to resolve this appeal, and that I will be given the opportunity to present my case formally at an interview. I agree to pay the lodgment fee for this appeal; however should my appeal be successful I will receive a full refund of this fee.		
Signature:		Date: / /
OFFICE USE ONLY		
<input type="checkbox"/> Acceptance of this appeal is acknowledged:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Letter of acknowledgment sent to appellant:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Managing Director Signature:		Date: / /



ALTERNATIVE ASSESSMENT FORM						F05-11
COURSE DETAILS						
Code/Name of Course:	(69795) Vocational Graduate Diploma in Counselling Supervision					
Commencement Date						
PERSONAL DETAILS						
Full Name					Student ID:	
Address					Postcode:	
Telephone	Home:			Mb:		
	Work:			Fax:		
Email						
PRESENT ASSESSMENT FORM DETAILS						
Assessment Date/Time	/ /					
Item	Unit code	Workplace	Class/ Lecture	RPL	Video	Assessor Visit
<input type="checkbox"/>	PSPGOV414A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	PSPGOV415A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	CHCGROUP806B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALTERNATIVE NEW ASSESSMENT OPTION						
Item	Unit code	Workplace	Class/ Lecture	RPL	Video	Assessor Visit
<input type="checkbox"/>	PSPGOV414A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	PSPGOV415A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	CHCGROUP806B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT DECLARATION AND SIGNATURE						
I declare that I have read and understood this application. I declare that the information provided by me with this application is true and correct I confirm that I have attached supporting documentation with this request. Your request will only be considered if you have signed this form						
Signature					Date: / /	
OFFICE USE ONLY						
Received by					Date received: / /	
Alternative assessment	<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved		<input type="checkbox"/> Granted until: / /		
Signature					Date: / /	
Notification to Student:						

ASSESSMENT EXTENSION REQUEST FORM	F05B-01
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This form must be completed and send to BECS at least three (3) working days prior to the original assessment due date

COURSE DETAILS

Code/Name of Course:	(69795) Vocational Graduate Diploma in Counselling Supervision
Commencement Date	

PERSONAL DETAILS

Full Name		Student ID:
Address		Postcode:
Telephone	Home:	Mb:
	Work:	Fax:
Email		

ASSESSMENT EXTENSION DETAILS

Unit Code	Assessment Code	Original Due Date	New Due Date
Number of Extension	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>
Reasons for Extension			
How has this affected your ability to complete your assessment/s?			

STUDENT DECLARATION AND SIGNATURE
--

<p>I declare that I have read and understood this application. I declare that the information provided by me with this application is true and correct I confirm that I have attached independent supporting documentation with this request. Your request will only be considered if you have signed this form</p>	
Signature	Date: / /

OFFICE USE ONLY

Received by		Date received: / /
Assessment extension	<input type="checkbox"/> Approved <input type="checkbox"/> Not approved	<input type="checkbox"/> Granted until: / /
Signature		Date: / /
Notification to Student:		



INDEPENDENT SUPPORTING DOCUMENTATION					
<p>The information you supply is needed by BECS to deal with your application for assessment extension request. BECS will keep this document and any associated records; they will only be available to those who need access to it in order to carry out their duties. All records will be destroyed in a safe and secure manner in due time. Any request to access and/or correct the information must be addressed to the managing Director of BECS.</p>					
Date student was seen:		Date of first onset:			
Expected duration of illness/other	Days	Weeks	Months	Years	Indefinite
Assessment of severity	Mild <input type="checkbox"/>		Moderate <input type="checkbox"/>		Severe <input type="checkbox"/>
	Other <input type="checkbox"/> Please specify: 				
Nature of illness/ issue/ /disability and its likely effect/s on student's academic performance					
Does this illness/ issue/ /disability affect student's performance in completing assessment/s?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	Don't know <input type="checkbox"/>	
Name					
Signature				Date: / /	
Occupation				Professional's Stamp if Applicable:	



NOTE		
<ul style="list-style-type: none"> • An Application must be received 3 days prior to the assessment due date. • Extensions of more than five (5) working days will only be granted in extenuating circumstances. • All application for an extension are considered on the basis of independent supporting documentation only. It is the student's responsibility to ensure all relevant supporting documentation is forwarded with the assessment extension application. • No more than 4 extensions per student in each academic year may be granted. 		
UNACCEPTABLE REASONS	NOT CONSIDERED to be 'Independent Documentation'	
<ul style="list-style-type: none"> • Holiday arrangements, • Travel (interstate/overseas), • Poor time management, • Excessive workload, • IT breakdowns, • Family/social commitments 	<ul style="list-style-type: none"> • A personal statement only which outlines the student's extenuating circumstances • Statements made by: <ul style="list-style-type: none"> ○ Family (parents, partners) ○ close relatives/ personal friends ○ work-colleague/peer supervisors 	
EXTENUATING CIRCUMSTANCES		
Medical Reasons	...refers to a medical condition which has prevented a student from completing an assessment by the due date.	
	<table border="1"> <tr> <td style="vertical-align: top;">Required Supporting Documentation:</td> <td>A statement from a relevant medical practitioner. The statement must include the offset date of the student's medical condition which prevented him/her from normal participation in study and the date when the student is considered to be medically fit enough to resume normal studies.</td> </tr> </table>	Required Supporting Documentation:
Required Supporting Documentation:	A statement from a relevant medical practitioner. The statement must include the offset date of the student's medical condition which prevented him/her from normal participation in study and the date when the student is considered to be medically fit enough to resume normal studies.	
Family/Personal Reasons	...refers to unforeseen personal/family reasons that are beyond the student's control, and the student is unable to complete an assessment/s by the due date/s.	
	<table border="1"> <tr> <td style="vertical-align: top;">Required Supporting Documentation:</td> <td>A statement from a medical practitioner, independent psychologist/counsellor, court authorities, police, or independent member of the community. The statement must indicate the offset date of the student's circumstances when the student could not complete his/her assessment requirements by the due date and the date when the student is considered to be fit enough to resume normal studies.</td> </tr> </table>	Required Supporting Documentation:
Required Supporting Documentation:	A statement from a medical practitioner, independent psychologist/counsellor, court authorities, police, or independent member of the community. The statement must indicate the offset date of the student's circumstances when the student could not complete his/her assessment requirements by the due date and the date when the student is considered to be fit enough to resume normal studies.	
Employment Related Reasons	...refers to the student's employment arrangements which unexpectedly changed due to circumstances beyond the student's control that prevented the student from completing an assessment by the due date.	
	<table border="1"> <tr> <td style="vertical-align: top;">Required Supporting Documentation:</td> <td>A statement from employer which indicates the student's previous work hours and location; current work hours and location; the date and the reason the employment circumstances changed.</td> </tr> </table>	Required Supporting Documentation:
Required Supporting Documentation:	A statement from employer which indicates the student's previous work hours and location; current work hours and location; the date and the reason the employment circumstances changed.	
Disability Reasons	...refers to the student's disability. This disability may be temporary, permanent or fluctuating and prevents the student from submitting assessment tasks by due dates. In this case, the student must contact BECS to develop a new Student Study Plan for the course requirements, including due dates for assignments.	
	<table border="1"> <tr> <td style="vertical-align: top;">Required Supporting Documentation:</td> <td>Independent supporting documentation</td> </tr> </table>	Required Supporting Documentation:
Required Supporting Documentation:	Independent supporting documentation	



INFORMAL COMPLAINT/GRIEVANCE DISCUSSION COVER SHEET	F10-01
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This cover sheet is applicable to any student studying at BECS and must be completed and attached to applications for:

<input type="checkbox"/>	Formal Complaint/ Grievance	<input type="checkbox"/>	Deferral	<input type="checkbox"/>	Withdrawal
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You need to show you have attempted to resolve the matter informally and have spoken with the Managing Director of BECS (or delegated nominee)
Please submit these forms to BECS for processing

SECTION A – PERSONAL DETAILS

Surname		Given Name/s	
Email		Telephone	
Course Code/Name		Student ID:	

SECTION B – I ATTEMPTED TO RESOLVE THIS MATTER INFORMALLY (as listed below)
--

Date of discussion	I spoke with	The persons signature	Discussion Notes / Outcome
/ /			
/ /			
/ /			

If you were unable to meet with the Managing Director of BECS (or delegated nominee), please provide the reason below:

SECTION D – DECLARATION

I declare that to the best of my knowledge, the information I have supplied on this form is true and correct.

Signed: _____ **Date:** / /

RECEIPT: DOCUMENTATION OF INFORMAL DISCUSSIONS - COVER SHEET (Students Copy)

Student Name		Student ID:	
Received by:			
Signature:			Date: / /
			Time Received:



FORMAL COMPLAINT/ GRIEVANCE LODGMENT FORM

F10-02

This form is to be used by students who have a Formal Grievance and have been unable to resolve this through informal discussion as per the policy. Providing the information below and confirming your contact details will assist staff at BECS to address your grievance in a timely manner. Failure to provide the requested information may result in a delay in processing your grievance.

Office Use Only Grievance Number:
--

SECTION A – PERSONAL DETAILS

Surname		Given Name/s	
Email		Telephone	
Course Code/Name		Student ID:	

SECTION B – TYPE OF COMPLAINT/GRIEVANCE

Please choose one of the two options below:

<input type="checkbox"/>	(1) Academic Grievance	Please write the Unit Code and name in the space below and tick the type of Academic Grievance that applies:	
The grievance was related to the following Unit			
<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Intention to Report / Cancel <i>(academic non progression)</i>
<input type="checkbox"/>	Course Content	<input type="checkbox"/>	Student Academic Progress
<input type="checkbox"/>		<input type="checkbox"/>	Quality of Course Delivery
<input type="checkbox"/>		<input type="checkbox"/>	Other <i>(please specify below)</i>

<input type="checkbox"/>	(2) Non-Academic Grievance	Please tick the type of Non Academic Grievance that applies:	
<input type="checkbox"/>	Operations	<input type="checkbox"/>	Tuition Fees
<input type="checkbox"/>	Physical Abuse	<input type="checkbox"/>	Administration
<input type="checkbox"/>	Racial / Sexual Discrimination and or Harassment	<input type="checkbox"/>	Verbal Abuse
<input type="checkbox"/>		<input type="checkbox"/>	Intention to Report / Cancel <i>(non payment of fees / non commencement, cessation of studies)</i>
<input type="checkbox"/>	Other <i>(please specify)</i>		

SECTION C - DETAILS OF COMPLAINT/GRIEVANCE

The people / dates / locations involved in the grievance (please list in the spaces below)			
Date	Staff member involved	Other persons involved	Location (if applicable)
/ /			
/ /			

Please attach the following statements to your grievance (*clearly label each statement and address each individually*)

1	Summary of Events / Grievance (please include details)
2	Actions that you would like taken by BECS

SUPPORTING DOCUMENTATION (please tick the type of documentation that you have attached)

<input type="checkbox"/>	Copies of Emails	<input type="checkbox"/>	Statutory Declarations from witnesses	<input type="checkbox"/>	Copies of Letters
<input type="checkbox"/>	Other: <i>(please specify and attach documentation)</i>				



CHECKLIST

The following is a checklist to help ensure that you have completed and attached all relevant documentation correctly before **submitting this form to BECS**.

I have attempted to resolve this grievance informally and have attached the Documentation of Informal Discussions – Cover Sheet to this form.

PERSONAL DETAILS

Have all your personal details requested on the form been filled in correctly?

TYPE OF GRIEVANCE

Have you indicated if your grievance is Academic or Non Academic related?

Have ticked the type of grievance that best describes your situation?

DETAILS OF GRIEVANCE

Have you listed the dates, departments, people and locations involved in your grievance?

Have you attached a summary of events to your grievance?

Have you attached a summary of the actions you would like taken to your grievance?

SUPPORTING DOCUMENTATION

Have you attached all supporting documentation to your grievance?

DECLARATION

Have you signed and dated the Formal Grievance Form?

SECTION D

- I declare that to the best of my knowledge, the information I have supplied on this form is true and correct.
- I have read and understood BECS Grievance Policy and Procedure
- I declare that the other party to the complaint may be contacted in an attempt to resolve the issues.
- I agree that BECS may conduct independent evaluation checks and that I may be requested to submit further information upon request or attend a meeting to discuss this matter further.

Signed:

Date: / /

OFFICE USE ONLY

Received by:

Signature:

Date: / /

All documents claimed by applicant have been sighted and are attached

Yes

No



CONTINUOUS IMPROVEMENT REQUEST		F11-01
Submitted by (optional):		Date: Date: / /
Address:		
State:		Postcode:
Email:		Phone:
This continuous improvement submission relates to: (tick appropriate box/s)		
<input type="checkbox"/> Policy	<input type="checkbox"/> Training resources	<input type="checkbox"/> Systems
<input type="checkbox"/> Procedure	<input type="checkbox"/> Assessment resources	<input type="checkbox"/> Trainers/assessors
<input type="checkbox"/> Document/Form	<input type="checkbox"/> Legislation	<input type="checkbox"/> Other
Issue:		
Suggestion:		
Management Review:		
Name:		
Recommendation Signed:		Date: / /
Time frame:		
Process Owner:		
<input type="checkbox"/> Recommendations Implemented		
Signed:		Date: / /
All continuous improvement requests to be logged in the Continuous Improvement Register and filed in the Continuous Improvement File. Outcomes of Continuous Improvement Requests will be communicated to the instigator of the request.		

Thank you for your feedback



SECTION E – SUPPORTING DOCUMENTATION

To support your application for a refund please attach any communication that supports your claim such as:

- Communication from BECS
- Tax Invoices
- Records of Payment

SECTION F – POLICY

Please refer to Fees, Charges and Refund Policy and Procedure (POL19) for further information about your application for a refund. All policies can be obtained from BECS or online at www.becsonline.com.au.

SECTION G – DECLARATION

I wish to apply for a refund as outlined in this form. I declare that the information I have provided on this application is true and correct.

I have read and understood the Fees, Charges and Refund Policy and Procedure (POL19) and understand that BECS will keep a portion of the amount I have paid towards a course I am yet to start as administration/processing fees.

Signed:

Date: / /

Please submit this form to BECS for processing

OFFICE USE ONLY

Received by:		Date Received:	/	/
Signature:				
All documents claimed by applicant have been sighted and are attached		<input type="checkbox"/> Yes	<input type="checkbox"/> No	



CONSENT FORM	F31-02
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Images, Recordings, 3rd Party Information
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I,.....hereby give consent for the following action/s:
 (Please print name)

SECTION A - Release of information to a 3rd party about me

BECS may release information as described below (please tick):

No details may be given out to anyone at any time

Any details may be given out to any person at any time

A named 3rd party may receive specified information:

Type of information that can be released (e.g. results, progress, contact details, or ‘anything’)

.....

Name of 3rd Party:
 (Name of person,/Organisation, etc.)

SECTION B - Use of (my image, whether a photograph, voice recording or video recording, in publicity releases
--

BECS may use images as described below:

No image/recording may be used in publicity releases at any time

An image/recording may be used in publicity releases only where I am in a crowd shot and not featured or easily recognizable

Any image/recording may be used in publicity releases at any time

A particular image/recording may be used in publicity releases as described below:

Type of image: Date image was recorded:

Description of image:

If this form is being used for a particular publicity event only, describe it here:

Type of publicity event: Date/s:

Other information /clauses:

.....

SECTION C – Declaration

I understand that unless specifically stated in writing, I will not receive payment (either in cash or benefits) for the use of my image. The use of my image in promotional materials will presume my endorsement of agreeing.

Signed: **Date:** / /

