entry
Education

Student Handbook RTO 41529

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Welcome to Entry Education

Entry Education is a Registered Training Organisation (RTOID 41529) delivering nationally recognised training and non-accredited training across the real estate, finance, and mortgage broking industries. Whether you are starting a new career, doing a course to meet licensing requirements or continuing professional development (CPD), we acknowledge that you are making an investment in your future and demonstrating a high level of commitment to your personal growth, and we thank you for choosing us to assist you on that learning path.

When you choose to start or develop your career with Entry Education you will receive personalised service, including flexible and responsive trainer support options to help you achieve success in the course or qualification in which you have enrolled. Our trainers and assessors are professionals with extensive industry experience who also hold formal adult education qualifications, ensuring that no matter what stage your career is at, your skills and knowledge will be enhanced by current, workplace relevant training and assessment strategies.

We strongly encourage you to thoroughly review this Student Handbook. It serves as an essential resource for your success at Entry Education and contains valuable information to support your learning journey. Familiarising yourself with its contents will help you:

1. Understand your rights and responsibilities as a student
2. Navigate our policies and procedures effectively
3. Access important resources and support services
4. Maximise your educational experience with us

Taking the time to read and understand this document will empower you to make the most of your educational opportunity and ensure a smooth, productive learning experience.

If you have any questions about the content of the handbook, please contact our office on **1300 799 447.**
At Entry Education, we are focused on you, your career, and your business, helping you realise your potential.

Matthew Trounce
Chief Executive Officer
Entry Education | RTO Provider No. 41529
P: 1300 799 447
W: https://entryeducation.edu.au/
ABN: 16 155 631 628

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About this Student Handbook

Copyright

The information in this Student Handbook is copyright to Entry Education and may not be reproduced in whole or in part without the prior written consent of the CEO of Entry Education.

Updates and continuous improvement

Entry Education reserves the right to modify, revise or supplement anything in this handbook at its sole discretion at any time. The most recent version of this handbook can be found on the website at https://entryeducation.edu.au/.

Scope of qualifications

Entry Education is a Registered Training Organisation (RTO:41529) approved to provide training delivery and assessment services for a range of nationally recognised courses. (For further information, please see https://training.gov.au/Organisation/Details/41529

Our Scope of Registration includes the following:

Qualifications

Course code	Qualification name
CPP41419	Certificate IV in Real Estate Practice
CPP51122	Diploma of Property (Agency Management)
FNS40821	Certificate IV in Finance and Mortgage Broking
FNS50322	Diploma of Finance and Mortgage Broking Management

Unit of competency

Unit Code	Title
BSBFIN501	Manage budgets and financial plans

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Access and equity – For enrolment in training

Entry Education employed and contracted staff are required to adhere to the principles and practices of equity in education and training. Grievance procedures have been put in place to ensure any concerns during training are dealt with immediately and appropriately.

Entry Education is committed to compliance with national and state anti-discrimination and equal opportunity legislation. Our training services are accessible to all students and potential students, irrespective of race, gender, religion, age, marital status, physical or intellectual ability, or sexual orientation.

We offer support mechanisms to assist both employers and students as needed. While in-house support services are provided at no additional cost, external support services may incur fees borne by the user. These fees vary depending on the nature of the service accessed.

Our commitment to fostering an inclusive and respectful environment extends to all aspects of our operations, ensuring equal opportunities for all students in our educational programs.

Student induction review

Entry Education conducts a comprehensive review of key information previously provided during pre-enrolment. This induction review process serves to reinforce your understanding of crucial aspects of your educational journey with us. During this review, we will confirm your comprehension of the following:

1. Entry Education's contact information.
2. Detailed course content and schedule.
3. Australian Qualification Framework (AQF) Certification to be awarded upon successful completion or Statement of Attainment (SOA) on achieving a competent result in a Unit of Competency.
4. Self-Assessment and RPL/RCC and CT processes.
5. Assessment methodologies and evidence collection requirements.
6. Record-keeping practices and your right to access personal files.
7. Fees, Charges and Refunds Policy and Procedure.
8. Complaints and Appeals Policy and Procedure.
9. Our expectations for respectful behaviour and conduct.

To ensure that you have fully understood and agree to these important points, we kindly request that you review the relevant section in your Student Handbook.

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Code of practice

Entry Education commits to observe the highest standards of fairness and professional practice as we deliver our training and assessment services and our contractual obligations.

To support this commitment, Entry Education has in place a code of practice that makes the following promises to:

- Uphold the integrity and good reputation of the company.
- Demonstrate Entry Education's commitment to its clients.
- Provide accurate and relevant information at all times.
- Always communicate clearly and effectively.
- Encourage feedback without prejudice.

Competence of training staff

Entry Education endeavours to meet the requirements of the *Standards for Registered Training Organisations (RTOs) 2015* (hereafter referred to as "the Standards 2015") in the quality of its training and assessment staff. All trainers and assessors who work with and for Entry Education have as a minimum the following:

- *TAE40122 - Certificate IV in Training and Education* or equivalent.
- Hold the relevant qualification(s) to at least the level at which they will be training and assessing.
- Can demonstrate vocational competency to at least the level being trained or assessed.
- Have relevant industry experience in the areas for which they are training and/or assessing.

Entry Education works with a select group of Real Estate Specialists who are also qualified trainers and assessors. Entry Education provides the certification, administration, learning resources and assessment tools for these training partners.

Currently, our training partners are:

Company name	Trainer and assessors (Principal contacts)
RMC (Real Mastery Consulting)	Rosalie Douglas and Trish Rogers

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Mutual recognition

Entry Education is committed to upholding the principles of the Australian Qualifications Framework (AQF) and recognising the prior learning achievements of our students. Our policy encompasses the following key commitments:

1. **Recognition of AQF certification:** We will recognise all certified AQF Statements of Attainment (SOA), and Certificates (Testamur) issued by other Registered Training Organisations (RTOs) within Australia. If there are differences from jurisdiction to jurisdiction, then the outstanding units will be completed to gain the equivalent qualification.
2. **Credit Transfer (CT):** Where applicable, we will grant appropriate credit transfers for units of competency awarded under mutual recognition principles. This process ensures that students receive formal recognition for their previously completed Units of competency standalone or as part of a qualification in any jurisdiction in Australia.
3. **Recognition of Prior Learning (RPL):** We offer comprehensive RPL processes, providing students with opportunities to demonstrate their current competencies through the provision of relevant evidence. This ensures an efficient and respectful pathway to qualification.
4. **Customised training programs:** Upon granting credit transfers, we will adjust each student's training program accordingly. This tailored approach ensures that students focus on acquiring new skills and knowledge, rather than repeating learning in areas where they have demonstrated competence.
5. **Efficient assessment practices:** Entry Education is dedicated to implementing streamlined assessment processes. We pledge to eliminate redundant learning and assessment activities where students can provide evidence of existing competencies.

Entry Education strives to deliver education and training that respects and builds upon the diverse experiences and prior learning of our students, while maintaining the integrity and standards of our qualifications. While Entry Education recognises all prior learning and mutually recognises AQF certification documentation from different jurisdictions, different licensing bodies might require that graduates complete a bridging program for licensing purposes in their jurisdiction. If you need further information regarding this, please reach out to the relevant state authorities for details.

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Student rights and responsibilities

Students who enrol in Entry Education courses have the right to:

- Participate in a course that meets current industry standards and accreditation requirements for the jurisdiction in which they have enrolled.
- Receive clear information about the assessment requirements of the course at its commencement.
- Have their training outcomes assessed and receive regular constructive feedback on their progress through digital means.
- Be treated fairly and respectfully by fellow students and training staff in all online interactions.
- Engage in programs conducted in a virtual environment free from any form of discrimination and harassment.
- Have their personal records kept private and secure, with access restricted to authorised users only.
- Learn in a supportive online environment that promotes digital safety and wellbeing.

Similarly, students have a responsibility to:

- Manage their own learning and assessment requirements, including maintaining a suitable study environment and reliable internet connection.
- Complete all online assessments within set time periods (as applicable).
- Treat all training staff and other students with respect and fairness in all online communications and interactions.
- Behave in a non-discriminatory and non-harassing manner in all virtual learning spaces.
- Follow all guidelines for appropriate online behaviour and digital etiquette.
- Not participate in online classes or submit work while under the influence of alcohol or drugs.
- Advise staff of any changes to their personal details, technical issues affecting their participation, AND any plans to withdraw from the course.
- Respect intellectual property rights and maintain academic integrity in all online submissions and interactions.
- Actively participate in online discussions, group work, and other collaborative activities as required by the course.

Failure of students to adhere to these responsibilities can result in disciplinary action and/or removal from Entry Education courses.

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Enrolment, recruitment, and selection

All courses offered by Entry Education will be advertised and promoted via our website (https://entryeducation.edu.au/). These advertisements will clearly state the course name and any type of pre-requisites or selection criteria for enrolment. All enquiries for enrolment will be given full and equitable consideration. Where there are conditions of enrolment or pre-requisites applied to a course(s), these shall be clearly stated to the potential students.

The selection criteria for entry to the courses is based on:
- The individual's ability to complete the course (based on eligibility, availability to study and Language, Literacy, Numeracy and Digital Literacy capability).
- Previous training and education.
- Relevant work/life experience - paid or unpaid - full time, part-time, casual, or voluntary.
- Relevance of the course to the individual's career plans.
- Pre-requisites/priorities identified in the training package.

Applicants who have been accepted for a course will be notified by email as soon as possible about their successful enrolment and course details.

Information supplied on the enrolment form will be available to Australian Skills Quality Authority (ASQA), State and Territory Training Authorities (STAs), Department of Education, Department of Employment and Workplace Relations, Relevant State/Territory licensing bodies (e.g., WorkSafe, Office of Fair Trading), specific industry regulators (where applicable), State and Federal funding bodies, National Centre for Vocational Education Research (NCVER) if applicable. Access to this information is strictly controlled and only provided to the bodies as required by law or for legitimate research, regulatory and funding purposes. Entry Education is committed to maintaining the privacy and security of student information in accordance with the *Privacy Act 1988* and the Australian Privacy Principles.

Learning records

Entry Education maintains comprehensive learning records for all students, including enrolment information, attendance records, assessment results, and qualifications and statements of attainment issued. We adhere to strict retention policies for assessment documentation as mandated by various regulatory, licensing, and funding bodies. As per ASQA requirements, we retain all assessment documentation for a minimum of six (6) months from the date of assessment.

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However, we recognise that other bodies may require longer retention periods, and, in such cases, we adhere to the longest applicable retention period. For example, some state funding bodies require retention for up to seven (7) years, certain industry regulators may mandate longer retention periods for specific qualifications.

Entry Education ensures that all assessment documentation, including completed assessment tasks, assessment tools and materials, records of assessment outcomes, and evidence of competency decisions, is securely stored for the duration required by the relevant authorities. We maintain these records in a secure, backed-up digital format depending on the nature of the documentation and the specific requirements of each regulatory body. Students can be assured that their assessment records are kept confidential and are only accessible to authorised personnel for legitimate purposes such as reporting, auditing, or verification of competency.

At Entry Education we are doing our bit to reduce our impact on the environment. Hard copy certificates are not printed and express posted unless requested by the student, a fee of $99 will be charged (All students receive a PDF of their certificate upon completion of a program which is accepted by the government and all agencies). Students will receive a PDF copy of the certificate via email and a copy will be saved on the student's portal.

A copy of the qualification and the transcript issued is kept electronically for 30 years. Please note that there is a fee of $99.00 for re-issue of a hard copy qualification if it is lost or damaged. Access to records is available on written request. There is a cost of $50.00 to access records once the course has been completed and the records have been archived.

Flexible learning

Entry Education is committed to providing its students, where possible, with flexible learning processes. This means that Entry Education focuses on learning rather than teaching to provide the best possible outcome for students. This means the students will have much greater control over what, when and how they learn. Some of the flexible learning options available include:

- The scheduling of the learning sessions at a variety of times, e.g., Zoom and Microsoft Teams.
- The provision of flexible learning and assessments for those with special needs, e.g., large print or white on black electronic pages for those with compromised vision.
- Self-paced learning experiences such as distance education and online courses.
- A variety of assessment methods and tools.
- Professional interpreters where it has been identified that this will enhance learning outcome.

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USI – Unique Student Identifier

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations; will give you access to your training records and transcripts which can be accessed online, anytime and anywhere; is free and easy to create and stays with you for life.

Where an exemption applies or exists (see below), please note that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

Who needs a USI and why?

If you are a new or continuing student undertaking nationally recognised training, you need a USI to receive your qualification or statement of attainment. If you do not have a USI, you will not receive your qualification or statement of attainment. Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer, or demonstrating pre-requisites when undertaking further training.

Creating a Unique Student Identifier (USI) will only take a few minutes, and it is free. You only need to create a USI once and it will stay with you for life. After you create your USI, you then need to give it to each training organisation you train with when you enrol.

To create your USI please go to https://www.usi.gov.au/students/create-your-usi. Once you have received your email from the USI team confirming your number, add your unique ten (10) numbers and letters to your enrolment form.

Is anyone exempt from needing a USI?
Exemptions are provided for an individual where the individual is an offshore international student studying outside of Australia. This means that international students who are enrolled with an Australian training organisation but are not in Australia while undertaking their training do not require a USI to receive a Vocational Education and Training (VET) qualification or statement of attainment. However, training organisations will still be required to submit AVETMISS compliant data in respect of their offshore international students.
In addition, individuals who have a genuine personal objection to being assigned a student identifier will be able to apply for an exemption to the Student Identifiers Registrar.

To apply for an exemption, please go to this website - https://www.usi.gov.au/training-organisations/training-organisation-requirements/exemptions-individuals/how-apply

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and follow the instructions there. If the Registrar approves the request for an exemption, the USI Office will mail the individual a notice, signed by the Registrar, confirming that they have been exempted from the USI. Importantly, this notice will include the individual's name and the place and date of birth which was included in the Statutory Declaration. If you have an exemption letter, please attach a copy to your Enrolment Form.

Note: *If you are a New Zealand citizen, you cannot apply for a USI while overseas. You will require a USI if you undertake a VET course in Australia, and you will be able to apply for a USI once you have entered Australia on your NZ passport.*

If you are an Australian expat or resident and have an Australian ID, you need a USI even if you do the VET course while outside Australia.

How do I give permission to my training organisation to view my USI transcript online?
- Go to www.usi.gov.au.
- select 'Student Login'.
- agree to the terms and conditions and login.
- select 'Provide your USI'.
- select 'Set up access to your USI Account/ Permissions'.
- search details by entering the training organisation code (41529) or name (Entry Education) in the appropriate field.
- select 'Search'.
- once you have found Entry Education, select 'Add'.
- select the permission you want to grant Entry Education and the expiry date for access (i.e., how long you want Entry Education to have access).
- select 'Save' download this document as a pdf (554 KB).

Handy tips

1. You might want Entry Education to view your transcript online for enrolment purposes, credit transfers and entitlement assessments. You can give us permission to:
   a) View your transcript.
   b) View your account details.
   c) Update your account details.

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2.   Do not forget, you can remove permissions for Entry Education at any time. When you give permission for Entry Education to view your USI transcript, they will see all your training not just some of it. This includes training undertaken with other training organisations.

3.   Giving Entry Education permission to view your transcript also means they can download and save a PDF version of your transcript.

4.   Keep in mind how long you will be training with your training organisation when you set the expiry date in your permission settings.

5.   If you are having trouble logging on to the USI system, be sure to check for notices on the website or student portal. The system could be temporarily unavailable for maintenance purposes.

Unique Student Identifier (USI) and publication of results

Your Unique Student Identifier (USI) is a reference number that creates an online record of your training and qualifications attained in Australia. While the USI system is valuable for tracking your educational achievements, it is important to understand that the publication of your results is not immediate or automatic.

Timeline for result publication on USI

1. Completion of training:
   o You complete your course and receive your results from Entry Education.
2. Reporting period:
   o RTOs report student data to the National Centre for Vocational Education Research (NCVER) annually.
3. Data processing:
   o NCVER processes and validates the data.
4. USI transcript update:
   o After processing, the data is made available to the USI Registry System.

Expected publication timeframe

When you complete your course	Expected publication on USI transcript
January - December 2024	March 2025*

*Note: This is an approximate timeline. Actual publication dates may vary.

Important points to remember:

- Your results will be available from Entry Education much sooner than they appear on your USI transcript.
- The USI transcript is not intended to replace official certificates or transcripts issued by your training provider.

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- Always keep the official documentation provided by Entry Education for your records and immediate proof of completion.
- If you urgently need proof of your qualifications, use the official documents issued by Entry Education rather than waiting for your USI transcript to update.

For the most up-to-date information about USI transcripts, visit the official USI website - www.usi.gov.au.

Client support, welfare, and guidance services advice

Entry Education will endeavour to assist all students with matters of concern. Entry Education is committed to developing in students a passion for lifelong learning that will enhance their existing skill set. To this end Entry Education will provide the following support services:

Guidance with literacy and numeracy, including basic skills, report writing and note taking.
- https://skills.education.nsw.gov.au/catalogsearch/advanced/result/?name=Basic+English+for+Speakers+of+Other+Languages
- https://www.dewr.gov.au/skills-support-individuals
- https://www.alns.com.au/services-offered/literacy-numeracy-classes-non-english-speakers/
- Interpreting Services: (03) 9835 9700
- Referral to relevant agencies which offer vocational counselling and advice.
- Advice on possible services of Government support, e.g. information regarding Austudy, JET subsidy, etc. is available at: https://www.servicesaustralia.gov.au/education

Planning for additional one-on-one tuition and/or advice where possible between student and trainer/assessor (depending on how much additional support is required Entry Education may charge an additional fee – this will vary according to the type and amount of additional coaching required).

The following contacts are provided for support of students:
- Australian Tax Office http://www.ato.gov.au
- Australian Industrial Relations Commission http://airc.gov.au/
- Human Rights and Equal Opportunity Commission http://www.hreoc.gov.au/
- Office of the Federal Privacy Commissioner http://www.privacy.gov.au/

If you would like more information about any additional support services, please contact the Entry Education office.

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Compliance

Entry Education is solely responsible for issuing qualifications (Testamur) or statements of attainment (SOA) to graduates of our programs. Qualifications or statements of attainment will be issued to you within 30 days of submission of final and complete assessment documentation demonstrating that you have met all the requirements of the relevant training program. You must also have paid all outstanding fees to Entry Education as well as any additional requirements that have not yet been provided prior to completion (for example, acceptance of assessment final results) before any AQF certification documentation can be finalised. No AQF Certification Documentation will be issued unless all fees are paid in full, and any additional requirements communicated prior to completion have been completed.

We commit to working with our students to support successful outcomes; however, we reiterate that enrolling in a course of study with us does not in any way guarantee successful completion of that course, nor can we guarantee the issue of any occupational licensing that may be linked with the attainment of a qualification. Also, payment of fees for a course does not guarantee that you will receive any AQF Certification Documentation from Entry Education. We are a trusted provider of real estate training with a commitment to best practice and high-quality training and assessment. Education Entry has never and will never issue any certification documentation just because someone has paid for it.

In the unlikely event of Entry Education not being able to continue training or assessing, for any reason, we will institute a process of transfer from our Registered Training Organisation to another. If that is not feasible, a statement of attainment for completed work will be issued and you will be referred (along with all records of work completed to date) to the relevant department within ASQA. ASQA supports students through effective regulation of the vocational education and training industry. ASQA also accepts information from students about problems with training providers and, in some cases, can reissue student records.

For more information, please visit https://www.asqa.gov.au/about-us/how-asqa-uses-feedback/complaints-about-training-providers

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Fees and refunds

Schedule of fees

The following are the maximum course fees that may be charged by Entry Education. At times, we may offer special discounted rates on our website, which are available for a limited time and are subject to change at our discretion, however, prices will not exceed the amounts outlined in our schedule of fees.

Information on all courses delivered by Entry Education on its scope are available on the website - https://entryeducation.edu.au/finance-courses/

Schedule of fees**

Real estate courses	Online course	Workshop course
Victoria		
CPP41419 - Certificate IV in Real Estate Practice	$790	$995
CPP51122 - Diploma of Property (Agency Management)	$2,500	-
CPP51122 - Diploma of Property (Agency Management) – Experienced Agents Program	-	$3,500
New South Wales		
CPD - Class 1 & Class 2 requirements	$350	$499
CPD - Class 1 & Class 2 workshop reschedule fee (if within 7 days from workshop date)	-	$249
1 Unit Assistant Agent CPD (units from CPP41419)	$185	-
3 Unit Assistant Agent CPD (units from CPP41419)	$395	-
Certificate of Registration - Assistant Agent Course (5 x core units from CPP41419)	$550	$850
CPP41419 - Certificate IV in Real Estate Practice	$893	$995
Stock and Station Agent Skill Set (from CPP41419)	$550	-
Auctioneer Accreditation Skill Set (from CPP41419)	$550	-
CPP51122 - Diploma of Property (Agency Management)	$2,500	-
CPP51122 - Diploma of Property (Agency Management) – Experienced Agent Program	-	$3,500

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Real estate courses	Online course	Workshop course
Western Australia		
Unrestricted Real Estate Registration Course (units from CPP41419)	$950	-
Restricted Property Management Registration Course (units from CPP41419)	$800	-
Restricted Sales Registration Course (units from CPP41419)	$850	-
CPP51122 - Diploma of Property (Agency Management)	$2,500	-
CPP51122 - Diploma of Property (Agency Management) – Experienced Agent Program		$3,500
Queensland		
Real Estate Sales Person Registration Course (units from CPP41419)	$928	$995
Real Estate Agent Licence Course (units from CPP41419)	$990	$1,895
Resident Letting Agent Licence Course (units from CPP41419)	$536	$950
Real Estate Auctioneer Licence Course (units from CPP41419)	$550	-
South Australia		
Property Manager Registration (PMR) Course (units from CPP41419)	$1,150	-
Sales Representative Registration Course (units from CPP41419)	$1,250	-
Land Agent Course - CPP51122 - Diploma of Property (Agency Management) + units from CPP41419	$2,500	-
ACT		
Certificate of Registration - Assistant Agent Course (5 x core units from CPP41419)	$564	-
CPP41419 - Certificate IV in Real Estate Practice	$893	$1,895
CPP51122 - Diploma of Property (Agency Management)	$2,500	-
CPP51122 - Diploma of Property (Agency Management) – Experienced Agent Program	-	$3,500
CPD Real Estate Canberra Mandatory Course – category 3 (8 points)	$350	-

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Real estate courses	Online course	Workshop course
Finance and mortgage broking courses – National		
FNS40821 - Certificate IV in Finance and Mortgage Broking (Entry self-paced)	$564	-
FNS50322 - Diploma of Finance and Mortgage Broking Management (Entry self-paced)	$993	-
Brokerversity*** FNS40821 - Certificate IV Finance and Mortgage Broking	-	$1,600
Brokerversity*** FNS50322 - Diploma of Finance and Mortgage Broking Management	-	$3,000
Additional items		

Premium Service
• VIP Phone Support
  • Personalised welcome call within 24 hours of enrolment.
  • Dedicated phone line available after hours on weekdays and weekends.
  • Priority access to experienced education consultants for immediate assistance.
• Rapid Assessment Turnaround
  • All submitted units marked within two (2) business days.
  • Detailed feedback provided with each assessment.
  • Weekly progress reports to keep you on track.
• Accelerated Certification Process
  • Certificate issued within two (2) business days of completing all units.
  • Digital certificate provided upon satisfactory completion and fulfilment of all additional requirements including fee payment.
• Physical certificate express posted to your preferred address.
	$99	$99

Standard Service • Support: online and limited phone support. • Marking: Ten (10) business days. • Certificate issued in five (5) business days.	$0	$0
• Upgrade to Premium Service during the course	$198	$198

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Real estate courses	Online course	Workshop course
Priority marking only – Add-on		
• 1 unit	$110	$110
• 2 units	$220	$220
• 3 units	$330	$330
• 4+ units (upgrade to Premium service)	$349	$349
Hard copy certificate/qualification/statement of attainment printed and posted by Express Post	$99	$99
Re-issue of Hard Copy Certificate/Qualification/ Statement of Attainment if it is lost or stolen.	$99	$99
RPL Kit Fee (where applicable) per course	$660	$660
Non-accredited – Soft skills courses		
Social Media	$99	
Sales Skills for Agents	$99	
Buyer's Agent Introductory	$299	
Buyer's Agent Foundation	$1499	

**All fees are subject to change. Please refer to our website www.entryeducation.edu.au for current fee schedule.

***Entry Education offers Brokerversity Finance and Mortgage Broking Qualifications that are endorsed by Loan Market Group (LMG), one of the biggest aggregators in Australia and New Zealand.

Fee-for-service payment process

Where students are required to pay course fees (rather than their employer/principal paying) this fee must be paid prior to the commencement of the course. All students will be issued with a receipt for fees paid. All fees paid in advance will be entered into the Entry Education financial management system and marked under a section defined as fees paid in advance.

Entry Education's Fees, Charges and Refund Policy outlines a comprehensive structure for course fees, payment procedures, and refund conditions. Course fees vary based on the program and delivery method, with most fees ranging from $350 to $3,500. Payment is required prior to course commencement, with a $1,500 limit on advance payments for most courses. For courses exceeding $1,500, instalment plans are available.

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Additional charges include Premium services ($99), priority marking ($110-$330), and hard copy certificate issuance ($99). Refunds are calculated based on specific circumstances, such as course cancellations (full refund), withdrawals prior to commencement (full or 90% refund depending on notice period), and post-commencement withdrawals (no refund).

No interest is charged on outstanding fees. Non-payment of fees will result in no Statement of Attainment or qualification being issued. All fees and charges must be cleared, and all course requirements met to receive a Statement of Attainment or qualification.

Refund requests must be submitted via a *Refund Request Form* and are processed within fourteen (14) days of approval, with funds returned to the original payment source.

1. General payment principles
   1.1 Where students are responsible for course fees (as opposed to employer/principal payment):
   a) Fees must be paid prior to course commencement unless the course fees exceed $1500 in which case, Entry Education will provide a payment plan.
   b) A receipt will be issued for all fees paid.
   c) All advance payments will be recorded in Entry Education's financial management system under "fees paid in advance".

2. Fee collection limits
   2.1 Entry Education adheres to the following fee collection limits:
   a) Generally, no more than $1,500.00 is collected in advance from individuals.
   b) Exception: Short courses (e.g., Experienced Agent Program workshop) where full payment is required prior to the 5-day intensive program.

3. Payment structures for courses exceeding $1,500
   3.1 Experienced Agent Program workshop:
   a) Up to $1,500.00 on enrolment
   b) Up to $1,500.00 with submission of portfolio of evidence
   c) Up to $500.00 prior to attending the face-to-face workshop
   3.2 CPP41419 - Certificate IV in Real Estate Practice:
   a) Up to $1,500.00 on enrolment
   b) Remaining balance paid according to an agreed fee payment schedule
   c) For face-to-face workshops: $500.00 paid prior to each workshop until the total amount is paid

4. Payment for courses under $1,500
   4.1 Full payment is required upon enrolment for any course where the fee is less than $1,500.00.

5. Online course payment

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5.1 For online courses:

a) Full course fee is required upfront unless prior arrangements for instalment payments have been made.

b) Students will gain access to all required course content and materials upon receipt of full payment.

6. Instalment plans

6.1 Instalment payment plans are available for certain courses, subject to prior arrangement and approval. Entry Education offers Afterpay where the student can pay for their course in four (4) interest free instalments. A link to Afterpay's terms and conditions are provided to the student upon checkout. Entry Education does not charge any additional fees when the student uses Afterpay. A link to the Afterpay Terms and Conditions is provided on the Entry Education website when you register for your course.

Entry Education is committed to providing clear and flexible payment options while maintaining compliance with regulatory requirements. We strive to ensure that our fee policies are transparent, fair, and accommodate the needs of our diverse student base.

For students enrolling in on-line courses the full course fee is required to be paid upfront, except when prior arrangement for payment is being made by instalments. Once full payment is received students will have access to all required course content and materials.

Refund guidelines

Administration (or enrolment) fees are not tuition charges and are non-refundable. Should a student be eligible for a refund it will be paid in accordance with the terms set out in the Fees, Charges and Refund Policy as follows:

Circumstances	Refunds
Course fee is overpaid	Full refund of overpaid amount
Entry Education cancels course	Full refund of fees paid or credit of fees and choice to be transferred into a different course offered by Entry Education
Enrolment application is refused	Full refund of fees paid
The student is found to be eligible for a fee exemption and provides documented evidence of this	Full refund of difference between fees paid and the exempted cost
Withdrawal from course more than 7 days ahead of the scheduled commencement date*	Full refund of fees paid

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Circumstances	Refunds
Withdrawal from course less than 7 days of the scheduled commencement date*	Refund of 90% of fees paid
Withdrawal from course within 3-day cooling off period*	Refund of 90% of fees paid
Withdrawal after 3-day cooling off period	No refund (A Statement of Attainment is issued for completed work that has been deemed competent)
Withdrawal once a course is commenced	No refund (A Statement of Attainment is issued for completed work that has been deemed competent)
Dismissal from the course as a result of ongoing and proven plagiarism	No refund
Dismissal from the course as a result of a breach of policies outlined in student handbook	No refund
NSW CPD Class 1 & Class 2 workshops (face-to-face and webinar)Withdrawal from course less than 7 days of the scheduled commencement date*	No refund
Entry Education terminates the student's enrolment based on the student providing false information during the course registration and enrolment process (including false AQF certification and employer statements)	90% refund of fees paid

Applicable for face-to-face courses only. Does not apply to online delivery.

A *Refund Request Form* must be used to apply for a refund of any relevant fees and charges for qualification materials and training and assessment services where applicable.

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Policy and procedure as follow:

- Fee refunds will be issued in accordance with the Entry Education's Fees, Charges and Refund Policy.
- The completion of this form does not guarantee a refund of the fee being applied for.
- Students must read the Fees, Charges and Refund Policy to establish eligibility for the refund.
- Students will be advised of the outcome of their request for a refund in writing within ten (10) business days of authorised personnel receiving this completed Refund Request Form.
- When the refund request has been approved, the refund will be issued to the account in which the original payment was made.
- Approved refunds via electronic funds transfer can only be made in the case where payment of invoice was made via EFT and can only be issued to the account in which the original payment was made. In this case, the account details must be confirmed on the Refund Request Form.
- Processing time for refunds may take up to fourteen (14) days from date of approval
- Refunds will not be considered without a completed Refund Request Form.

Entry Education may, at their discretion, approve other refund requests that are not within the parameters of our refund guidelines, on a case-by-case basis.

Training models

Each of our courses is designed and conducted with you as the central focus. Some courses are conducted face to face, some via distance, some on-line and others with a blend of teaching styles.

Some qualifications can be obtained using evidence of current competency where we assess your current skills and knowledge against the criteria for each unit of competency (refer to the section on RPL).

Due to the nature of our customised training model and given that many of our programs are delivered individually rather than in classes or groups, it is difficult to say exactly how long your chosen course of training & assessment will take to complete, however as a general guide, in an ideal world, the following is provided as a guide.

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Where training and assessment are conducted in your workplace, a schedule of training is established and agreed according to your workload and the availability of the whole team.

Course	General guide to duration
CPP41419 - Certificate IV in Real Estate Practice	6-12 months
CPP51122 - Diploma of Property (Agency Management)	12-18 months
FNS40821 - Certificate IV in Finance and Mortgage Broking	6-12 months
FNS50322 - Diploma of Finance and Mortgage Broking Management	12-18 months

Assessments

Nationally recognised training undertaken through Entry Education is competency based. The competencies and assessment for all courses are clearly stated by the trainer and assessor at the beginning of the course. All Entry Education trainers and assessors are bound by a code of practice to ensure assessments are valid, reliable, flexible, and fair.

The trainer and assessor will seek evidence to confirm satisfactory achievement of the stated competencies in all courses and more than one unit of competency may be assessed at any given time. If you have a 'not satisfactory' result you will need to complete reassessment without charge.

Turnaround time for marking assessment tasks and providing feedback is usually 5 -7 business days. After successful completion of the course, you will receive a certificate or statement of attainment for the appropriate units for the course. Turnaround time for issue of AQF Certification Documentation is 5 business days to a maximum of 30 days as per the Standards 2015, pending all additional requirements being met (e.g. fees paid).

Competency based assessment system

Competency-based assessment is a fundamental approach used in vocational education and training (VET) in Australia.

Competency-based assessment is an approach to evaluation that focuses on measuring a person's ability to perform specific tasks and apply knowledge in practical situations, rather than simply testing theoretical knowledge. It is designed to determine whether an individual can demonstrate the skills and knowledge required to perform effectively in the workplace to the standard expected in the industry.

Key characteristics of competency-based assessment

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1. **Performance-oriented**

   Assesses what a person can do in practical, work-related situations.

2. **Standards-referenced**

   Measures performance against predetermined industry or nationally agreed standards (units of competency), not against other students.

3. **Evidence-based**

   Requires students to provide evidence that they can perform tasks consistently and to the required standard.

4. **Holistic**

   Often integrates knowledge and skills from multiple areas into a single assessment task.

5. **Criterion-referenced**

   Judges' performance as either 'Competent' or 'Not Yet Competent', rather than using traditional grading systems.

6. **Flexible**

   Can be conducted in various contexts and using different methods to suit student needs and workplace requirements.

7. **Ongoing and Developmental**

   Allows for reassessment and provides feedback for improvement.

Components of competency-based assessment

1. **Task skills** - Ability to perform individual tasks.
2. **Task management skills** - Ability to manage multiple tasks or activities within a job role.
3. **Contingency management skills** - Ability to respond to irregularities and breakdowns in routine.
4. **Job/role environment skills -** Ability to deal with the responsibilities and expectations of the work environment.

Assessment methods in competency-based assessment

- Direct observation of work activities.
- Practical demonstrations.
- Projects or assignments.
- Written or oral questioning.
- Portfolio of work samples.
- Third-party reports from supervisors.
- Simulations of workplace scenarios.

Principles of assessment and rules of evidence

These are fundamental concepts in the Australian Vocational Education and Training

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(VET) sector and include:

Principles of assessment

The *Principles of Assessment* are guidelines that ensure assessment is conducted in a fair and effective manner. There are four key principles:

1. **Validity**
   - Assessment methods and tools must directly assess the knowledge and skills outlined in the unit of competency.
   - Evidence collected should align with the requirements of the unit.
   - Assessment should cover all aspects of workplace performance.
2. **Reliability**
   - Assessment procedures should produce consistent results when applied by different assessors or in different contexts.
   - Clear guidelines and marking criteria should be used to ensure consistency.
3. **Flexibility**
   - Assessment methods should be adaptable to meet diverse student needs and various contexts.
   - Recognition of Prior Learning (RPL) should be offered as an alternative assessment pathway.
   - Assessment should accommodate different learning styles and student circumstances.
4. **Fairness**
   - The assessment process should be clearly explained to all students.
   - Students should have the opportunity to challenge assessment outcomes.
   - Reasonable adjustments should be made to accommodate individual student needs without compromising the integrity of the assessment.

Rules of evidence

The *Rules of Evidence* ensure that the evidence collected during assessment is of high quality. There are four rules:

1. **Validity**
   - The evidence must relate to the unit(s) of competency being assessed.
   - It should demonstrate the skills and knowledge as outlined in the performance criteria and evidence requirements.

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2. Sufficiency

- Enough evidence must be collected to demonstrate competence.
- The quantity of evidence should show consistent performance over time and in different contexts.

3. Authenticity

- The evidence must be genuinely produced by the student being assessed.
- Verification processes should be in place to ensure work submitted is the student's own.

4. Currency

- The evidence must show the student's current skills and knowledge.
- It should reflect the most recent developments in the industry or field of study.

Application in Entry Education's practice

- Assessors design and conduct assessments that adhere to these principles and rules.
- Has quality assurance processes to ensure all assessments meet these standards.
- Training and assessment strategies explicitly address how these principles and rules are applied.
- Regular review of assessment practices helps maintain compliance and improve assessment quality.

Understanding and applying these principles and rules ensures that assessment in the VET sector is fair, consistent, and produces reliable outcomes that accurately reflect student competence.

Assessment methods

Entry Education employs a diverse range of assessment methods to effectively evaluate student competence. These methods are designed to accommodate various learning styles and provide multiple opportunities for students to demonstrate their skills and knowledge.

Entry Education assessors may use the following assessment techniques:

1. **Practical demonstrations:** Presentation or demonstration of skills applied in a workplace setting.
2. **Written assessments:** Completion of short-answer or extended-response questions to assess theoretical knowledge.
3. **Simulated activities:** Participation in workplace simulations or real-world scenarios to demonstrate practical skills.
4. **Project work:** Completion of assignments that require the application of course concepts to extended tasks or case studies.
5. **Verbal assessments:** Responding to oral questions to demonstrate understanding

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and critical thinking skills.

6. **Knowledge checks:** Completion of true/false quizzes, crosswords, or other interactive assessments to verify comprehension of key concepts.
7. **Role-Playing exercises:** Engagement in simulated scenarios to demonstrate interpersonal skills and practical application of knowledge.
8. **Digital submissions:** Creation and submission of self-recorded video or audio files to highlight skills or knowledge in a digital format.

It is anticipated that all assessments will be submitted for review within 3 months of completion of any training component. Should more time be required, this will be by negotiation and may incur an additional fee.

Submission of assessments

Upon completion of each unit or cluster of units of competency, students are required to submit their assessment task(s) to Entry Education. These assessments typically comprise:

1. A series of written assessments.
2. Practical, work-based projects or exercises.

All assessments are submitted online via the student portal. You will be required to declare during submission that the work is yours, has not been completed by anyone else and complies with the Entry Education assessment policies including those regarding academic misconduct and the use of AI.

Assessment review and feedback

Initial assessment
1. The assigned assessor will review all submitted assessment tasks.
2. Written feedback will be provided to the student, indicating their current progress.

Competency determination
1. If deemed 'Satisfactory,' the student will be notified of their successful completion of the assessment. When all assessments are 'satisfactory' for a unit or cluster of units only then the student will receive a 'Competent' result for the unit or cluster of units.

2. If deemed 'Not Satisfactory', in an assessment the following process will be initiated:
   a) The assessor will provide comprehensive feedback and guidance.
   b) Written instructions will be given on:
      - Areas requiring improvement.
      - Specific elements to be resubmitted.
      - Deadline for resubmission.

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3. The student will be advised to resubmit their revised work based on the feedback provided.

Feedback mechanisms

Feedback may be delivered through:
- Written comments on the assessment.
- Verbal discussion with the student.
- A combination of written and verbal feedback.

Re-assessment

Entry Education does not charge for reassessment and allows for 3 initial attempts at assessment, marked by the primary assessor. Students are advised prior to any additional submissions that they make seek additional support by contacting the Training Team and that any further attempts (up to 5) will be referred to a senior assessor for review. This person may be external to our business.

Re-assessment Process

1. Students will have the opportunity to resubmit improved work based on the assessor's feedback. No charges are applicable for reassessment. The student will be provided three (3) attempts.
2. The reassessment will focus on the specific areas identified as needing improvement. Once the reassessment has been completed and all of the assessor's feedback has been incorporated in the revised assessment. The student will upload the revised assessment in their student portal for the assessor to grade.
3. The assessor will grade the assessment and provide the feedback. The results of the assessment task and all other records will be updated accordingly.

Assessment appeals

In the event that a student is dissatisfied with the outcome of either the initial assessment or reassessment, Entry Education has established an assessment appeals process. Students are encouraged to refer to our Complaints and Appeals Policy and procedure for detailed information on how to initiate and pursue an appeal.

Entry Education is committed to ensuring a fair, transparent, and supportive assessment process for all students. We encourage open communication between students and assessors to facilitate the best possible learning outcomes.

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An appeals and reassessment process is a major part of the process involved leading to either a nationally recognised qualification or statement of attainment. If a student wishes to appeal their assessment result, they must first discuss the situation with the trainer/assessor. If the student is not satisfied with those discussions and would like to proceed further, or if the student does not wish to approach the trainer and/or assessor, then a formal request in writing outlining the reason(s) for the appeal must be made to the CEO.

There must be reasonable grounds for the appeal, for example:
- Unclear or inaccurate instructions by the assessor.
- The assessor showed bias, or the student was treated unfairly.
- The student was ill (and provides a medical certificate) during the period of assessment.

Upon receipt, the appeal will be documented in the Appeals Register, initiating Entry Education's formal appeals process. Reassessment under appeal will be conducted within five business days of receipt. Entry Education is committed to resolving appeals to the mutual satisfaction of both the student and the institution.

Students lodging an appeal are expected to demonstrate respect for the process and maintain reasonable availability for reassessment, should it be deemed necessary. In the event that the appeal is upheld, and reassessment is required, Entry Education will arrange for an independent assessor to conduct the reassessment at a mutually agreed upon date and time.

The reassessment results will be submitted to the Training Manager, who will then communicate the outcome to the student in writing. The results of this reassessment will be considered final.

Entry Education will provide students with a written statement detailing the appeal outcomes and the rationale behind the decision. If a student finds the appeal outcome unsatisfactory, they will be informed in writing of their right to lodge a complaint with the relevant State Training Authority.

1. Initiation of appeal
1.1 Upon receipt of an appeal, it will be recorded in the Appeals Register.
1.2 Entry Education will promptly activate the appeals process.

2. Reassessment timeframe
2.1 Reassessment under appeal will be conducted within five working days of the appeal being received.

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3. Resolution process

3.1 Entry Education is committed to resolving the appeal to the satisfaction of both the student and the organisation.

3.2 The student is expected to show respect for the process and make themselves available at reasonable times for reassessment, if deemed necessary.

4. Reassessment procedure

4.1 If the appeal is upheld and reassessment is required:
   a) Entry Education will arrange a date and time for reassessment.
   b) An independent assessor will conduct the reassessment.

4.2 The results of the reassessment will be provided to the Training Manager.

4.3 The Training Manager will communicate the results to the student in writing.

4.4 The outcome of this reassessment will be considered final.

5. Student rights

5.1 Throughout the appeals process, the student has the right to:
   a) Request that their appeal be heard by an independent person.
   b) Formally present their case at any stage of the process.

5.2 The student will receive a written statement of the appeal outcomes, including reasons for the decision.

6. External appeal

6.1 If the student is not satisfied with the outcome of the internal appeals process:
   a) They will be informed in writing of their right to lodge a complaint with the relevant State Training Authority.
   b) Information on how to contact the State Training Authority will be provided.

7. Documentation

7.1 All stages of the appeals process will be documented, and records maintained in accordance with Entry Education's record keeping policies.

Entry Education is committed to maintaining a fair and transparent appeals process that respects the rights of our students while upholding the integrity of our assessment practices.

Access and equity in assessment

- All reasonable steps will be taken to ensure each student has an equal opportunity to undertake the assessments.
- Each student is treated equitably regardless of race, gender, marital status, age, or sexual orientation.

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- If there are any aspects of the assessment that are unclear, please speak to the trainer/assessor.
- If you have a physical or psychological impairment, please let us know as early as possible so we can make reasonable adjustments[#] to relevant assessment processes.
  [#]*Reasonable adjustments may include the use of special equipment, extension of timeline, or somehow modifying the way we collaborate with you to help you to demonstrate competency.*

Reasonable adjustment

Reasonable adjustment refers to the modifications made to the learning and assessment environment, processes, or procedures that enable students with disability, health conditions, or other diverse needs to participate fully in education and training on the same basis as other students.

Entry Education acknowledges and understands that reasonable adjustment is a legal obligation under the Disability Discrimination Act 1992 and the Standards 2015.

Key aspects of reasonable adjustment include:

1. **Purpose**
   - To provide equitable access to education and training.
   - To eliminate or reduce barriers that might prevent students from demonstrating their competence.

2. **Principles**
   - Maintaining the integrity of the qualification and learning outcomes.
   - Ensuring fairness for all students.
   - Providing individualised support based on student needs.

3. **Areas of adjustment**
   - Learning materials and resources.
   - Teaching methods and strategies.
   - Assessment procedures and tools.
   - Physical environment and equipment.
   - Support services.

Entry Education is committed to providing equal opportunities for all students. We implement the following reasonable adjustment strategies to ensure that students with diverse needs can participate fully in our training programs:

1. **Assessment modifications**
   - Allowing extra time for assessments.
   - Providing alternative assessment formats (e.g., oral instead of written).
   - Breaking assessments into smaller, manageable parts.

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2. **Learning materials**
   - Offering materials in alternative formats (e.g., large print, audio, electronic).
   - Providing simplified or plain English versions of documents.
   - Using color-coding or visual aids to enhance understanding.

3. **Delivery methods**
   - Offering flexible delivery options (e.g., online, blended, face-to-face).
   - Using a variety of teaching strategies to cater to different learning styles.
   - Providing one-on-one support or tutoring when necessary.

4. **Assistive technology**
   - Allowing the use of screen readers, voice recognition software, or other assistive technologies.
   - Providing access to specialised equipment or software.

5. **Physical environment**
   - Ensuring accessibility of training venues for students with mobility issues.
   - Modifying seating arrangements or workstations as needed.

6. **Communication supports**
   - Providing sign language interpreters for deaf students.
   - Using visual aids or demonstrations to support verbal instructions.
   - Offering note-taking assistance.

7. **Flexible scheduling**
   - Allowing breaks during training sessions.
   - Providing extended timeframes for course completion.
   - Offering part-time study options.

8. **Language support**
   - Providing bilingual support for students from non-English speaking backgrounds.
   - Allowing use of dictionaries or translators during assessments.

9. **Mental health considerations**
   - Offering a quiet space for students who may experience anxiety in group settings.
   - Providing additional support during stressful periods (e.g., exam time).

10. **Literacy and numeracy support**
    - Offering pre-training literacy and numeracy support.
    - Providing calculators or formula sheets for numeracy-based tasks.

11. **Cultural considerations**
    - Adapting content or examples to be culturally appropriate.
    - Allowing for cultural obligations (e.g., sorry business for Indigenous students).

12. **Work placement adjustments**
    - Collaborating with employers to ensure appropriate adjustments in work

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placements.
- Providing additional support or supervision during practical components.

13. **Group work**
- Carefully considering group compositions to support students with social anxieties.
- Offering alternative arrangements for group assessments if necessary.

14. **Feedback methods**
- Providing feedback in various formats (written, verbal, demonstrative).
- Offering more frequent feedback check-ins for students who require additional support.

15. **Recognition of Prior Learning (RPL)**
- Offering flexible RPL processes that consider diverse forms of evidence.

Implementation guidelines:
- All adjustments are made in consultation with the student.
- Adjustments maintain the integrity of the qualification and learning outcomes.
- Regular review of adjustments to ensure they remain effective and appropriate.
- Staff training on reasonable adjustment principles and practices.
- Clear documentation of all adjustments made.

Entry Education aims to create an inclusive learning environment that supports the success of all students, regardless of their individual needs or circumstances. We recognise that reasonable adjustments are a key part of ensuring equitable access to education and training.

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AQF Certification Documentation issuance

Process and timeline

Entry Education is committed to providing timely and accurate certification to all successful graduates. Our AQF Certification Documentation issuance process adheres to the Standards 2015 and ensures that all students receive their well-earned credentials promptly upon completion of their studies.

Criteria

Before any AQF Certification Documentation can be issued, the following criteria must be met:

1. Successful completion of all required units of competency.
2. Demonstration of competence in all assessment tasks.
3. Submission and verification of all necessary documentation.
4. Fulfilment of any outstanding financial obligations to Entry Education.

Issuance timeline

Upon meeting all the requirements, Entry Education initiates the AQF Certification Documentation issuance process. Our standard procedure ensures that AQF Certification Documentation is issued within five (5) business days from the date of final competency determination and additional requirements met such as fee payments that may be outstanding.

This efficient timeline allows for:

- Thorough verification of all completed units.
- Comprehensive audit of the student's academic record.
- Quality assurance checks on the qualification document.
- Final approval from the authorised issuing officer.

Digital certification

In line with modern educational practices and environmental considerations, Entry Education provides digital certification as the primary means of AQF Certification Documentation delivery. This approach offers several advantages:

1. **Immediate accessibility:** Upon issuance, a secure PDF version of the AQF Certification Documentation is emailed directly to the student's registered email address.
2. **Student portal integration:** Simultaneously, the digital certificate is uploaded to the student's personal account on our secure online portal, ensuring long-term accessibility and easy retrieval.
3. **Verification features:** Our digital certificates are embedded with security features that allow for easy verification by employers and other stakeholders, enhancing the credibility of the AQF Certification Documentation.
4. **Eco-friendly:** This paperless approach significantly reduces our environmental footprint while providing graduates with a convenient, portable credential.

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While digital certification is our standard practice, we understand that some situations may require physical documentation. For graduates requiring hard copies of their AQF Certification Documentation, we offer a printing and express postal service for an additional fee of $99. Please refer to our *Fee Schedule* for current pricing on this service on our website.

Changes to agreed services

Should there be a change in the training package or the applicable legislation that may affect the training program in which you have enrolled, for example a training package is updated after you have enrolled, Entry Education will make every effort to transition you to the new program.

Entry Education will always consult with students, employers (if applicable) and other stakeholders affected by changes to training products and advise how the change will impact them.

Assessment misconduct

When a student obtains any unfair academic advantage or benefit through Plagiarism, Cheating, Collusion, Misrepresentation, Falsification, Sophisticated Assistive technology, and use of social relationship with academic staff.

Assessment misconduct includes:
- **Cheating** is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.
- **Plagiarism** is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.
- **Collusion** is defined as any kind of secret cooperation between two or more parties (including or excluding students) that unfairly advantages a student, or group of students, over others.
  Collusion involves unpermitted or illegitimate cooperation between more than one student to complete work that is then submitted for assessment.

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Sophisticated assistive technology

Entry Education considers Academic misconduct if the student submits the assessment prepared using any Sophisticated Assistive Tool, artificial intelligence or paraphrasing software which can generate Texts, Videos, Images and other content, which may include but not limited to; Chat GPT, Bard AI, Bing AI, Scribe, Jasper, Dall-E (and further versions), Wordtune, GitHub, VEED, Speechify and many others.

Entry Education is committed to passing on the essential skills and knowledge to students required to be competitive in the workspace by maintaining Academic Integrity through:

1. Supporting, maintaining, and encouraging the Academic Integrity.
2. Intolerances to Assessment Misconduct in any form.
3. Ensuring the Assessment Misconduct decision is undertaken appropriately.
4. Ensuring procedures are transparent, equitable and consistent organisation wide.
5. When dealing with misconduct, the emphasis is on timely and prompt resolution of matters.
6. Entry Education recognises that individuals have the right to access and instigate complaint or grievance claims in response to disciplinary actions in accordance with the provision of the complaints and appeals policy.

Course progress requirements

At Entry Education we are committed to supporting your academic success and ensuring you complete your studies within the designated timeframe. To achieve this, we have implemented a structured course progress monitoring system.

Course progress monitoring and intervention strategies are designed to support students' success and ensure compliance with the Standards 2015. Students are encouraged to be proactive in seeking assistance if they are struggling to meet their course requirements. Entry Education advises students of their obligation in meeting and keeping up with the course and study requirements to ensures that they will be able to finish their course in the stipulated timeframe. Please familiarise yourself with the following requirements:

6-Month courses or shorter

For courses with a duration of 6 months or less:
- Your progress will be reviewed at the halfway point of your course.
- If you have completed less than 50% of the course material at this point, a member of our team will contact you to discuss your progress and offer support.

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12-Month courses

For courses with a 12-month duration:

- Your progress will be reviewed quarterly (every 3 months).
- You will be contacted at the 3-month (25%), 6-month (50%), and 9-month (75%) marks to discuss your progress. A member of our team will contact you to discuss your progress and offer support if you are failing to meet the course progression requirements.
- We expect you to have completed approximately 25%, 50%, and 75% of your course at these respective checkpoints.

Traineeships

If you are enrolled in a traineeship:

- Your progress will be monitored, and you will be contacted monthly, as per the requirements of your traineeship agreement.

Support and extensions

- During progress review calls, we will discuss any learning support needs you (or we) may have identified.
- If you require specific learning assistance, an experienced trainer and assessor will conduct these calls.
- Should you need additional time to complete your course, you may be offered an extension at no additional charge.

Course completion

- If you reach the end of your course duration without completing all requirements, you will be contacted to discuss your options.
- You may be offered an extension to complete your studies.
- If you choose not to extend, your enrolment may be cancelled.

We encourage you to stay actively engaged with your studies and reach out to our support team if you encounter any difficulties. Our goal is to provide you with the necessary resources and assistance to successfully complete your course. Your academic success is our priority, and we are here to support you throughout your learning journey.

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Language, Literacy, Numeracy and Digital Literacy (LLND)

It is a requirement under the Standards for RTOs 2015 that Entry Education ensures the training is targeted appropriately to the people participating. You will be asked to complete an enrolment form that addresses your language, literacy, numeracy and digital skills and you will also be asked to complete LLND activities and tasks to help us to determine what type or level of learning support will best suit your individual needs, if any is required at all. If you know you need assistance, please let us know early on so that Entry Education can help put this process in place. All LLND issues are treated with understanding, discretion, and confidentiality. You come to us to learn, so please allow us the opportunity to make your learning journey a positive experience.

Recognition of Competency (RPL/RCC/CT)

In the context of Australian vocational education and training, Recognition of Prior Learning (RPL), Recognition of Current Competencies (RCC), Mutual Recognition and Credit Transfer (CT) are related but distinct processes as follows:

- **RPL** assesses an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine if they meet the requirements for a unit of competency or qualification.
- **RCC** is similar to RPL but focuses specifically on a person's current skills and knowledge, regardless of how or when these were acquired.
- **Credit Transfer** is a process that provides students with credit for units of competency they have previously completed which are the same as or deemed equivalent to units in their current course of study.

During the **Pre-Training Review (PTR)**, a discussion takes place between you and the training and assessment team to determine any learning and/or recognition needs that you may have. Our qualified team will let you know if they think that you have the potential to apply for recognition. If you consider yourself already competent in specific units of competency from your chosen course but the Entry Education staff member has not offered this to you during the Pre-Training Review (PTR), you should make sure that you request it.

You may be granted recognition and credit if, for example (but not limited to):

- Your prior learning and experience are relevant to this course.
- You are able to supply proof of subject-relevant formal training (conducted by industry or educational institutions in Australia), or work experience.
- You can submit authenticated (or certified copies of) documents or samples of work demonstrating relevance and currency.
- You participate in an interview to ascertain current skills and knowledge.

To apply for RPL/RCC/CT, you will be required to complete the application for RPL/RCC/CT. The person conducting your Pre-Training review (PTR) should discuss your

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options and determine suitability to our RPL/CT program. If they don't, or you disagree with their assessment, please contact us directly at rpl@entryeducation.com.au or call 1300 799 447. Fees and charges apply.

Cost of recognition

The initial consultation during the Pre-Training Review (PTR) is free; a non-refundable administration fee will be charged for our RPL kit which also includes assessment of your portfolio of evidence. The non - refundable administration fee will vary with the AQF Certification Documentation being sought through RPL and the non-refundable administration fee shall not exceed the full course cost. If you make a claim for RPL please bear in mind that you may not be granted any credit or exemptions; you may be granted credit and/or exemptions for some units of competency; or you may be granted credit and/or exemptions for all units of competency. Please check the fee schedule for the most accurate fee available on the website or email rpl@entryeducation.com.au for the fee schedule and the process.

Cleanliness of training rooms (Workshops and face-to-face interaction)

As with any workplace, there is an expectation that you will clear up after yourself and wash up your own cups, etc. It is expected that you will contribute to the overall clean-up of the training rooms at the end of each session and place any rubbish in the bins provided.

Smoking and vaping (when attending campus)

Entry Education is a smoke-free learning environment. As such you are not permitted to smoke inside the buildings. You are permitted to smoke outside the buildings unless the training is being conducted in a designated vape and smoke-free site.

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Disciplinary process

Disciplinary requirements occur when the behaviour of a student is deemed unsatisfactory by an individual or group within the learning environment*. Entry Education views the safety of our staff and students as a high priority, if your behaviour is disruptive or offensive, and to compromise the safety and comfort of other students or trainers, disciplinary action will be taken. During the process whenever counselling occurs the counselling is to include an identification of what the problem behaviour is; how the behaviour does not meet the guidelines as specified, and what is expected in the way of corrective behaviour.

The disciplinary process has three steps. These are as follows:
1. Where there is any breach in the expected behaviour of students (as per the guidelines in this handbook), the student will first be counselled by the trainer for that program.
2. If unsatisfactory behaviour continues, the student will be referred to the CEO (or a designated supervisory person).
3. If the unsatisfactory behaviour continues, then the student will be considered for removal from the program.

The learning environment encompasses face-to-face classroom teaching, virtual workshops, and online learning platforms, including online chats, phone, video conferencing and email correspondence.

Privacy legislation

In accordance with the Privacy Amendment (Private Sector) Act 2000, Entry Education is committed to protecting your privacy and your personal information.

It is necessary for Entry Education to collect personal information about you and does so by getting you to complete a registration form. The State Training Authority, NCVER and Entry Education will use the information gathered for statistical and reporting purposes. It may also be used to claim State and/or Commonwealth Government funding for your training. Entry Group will not disclose, sell, or pass on your personal details in any way other than the purposes stated without your consent. If at any stage your personal details change throughout the course of your training, please inform your trainer/assessor so that your details can be amended.

You have the right to access the personal information recorded at any time and provide any necessary corrections. Please discuss this with your trainer/assessor.

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By signing/acknowledging this handbook, you agree to your personal information being shared with Entry Education and any of its' subsidiaries under Entry Group.

Complaints procedure

A complaint or appeal relates to any type of concern or problem pertaining to your work or course being undertaken which may be raised by either a member of staff or a student.

Entry Education will strive to establish a consistent atmosphere of trust and openness with students so that any type of complaint is dealt with in a timely, constructive, and effective manner. All complaints and appeals are considered serious, and an investigation of the complaint or appeal will commence within 24-hours receiving the said complaint or appeal.

All students making any form of complaint or appeal have the right to have an independent person or panel to act on their behalf or hear their complaint or appeal at any time or even to support them whilst the complaint or appeal is being resolved.

All students have the right to formally present their complaint or appeal. All complaints or appeals will be recorded in writing and the outcomes will be communicated back in writing explaining the outcome.

The steps in the Complaints and Appeals Process are:
1. **Local Level Resolution**
   Any student with a complaint or appeal Is encouraged to firstly raise the matter directly with the other party concerned. A meeting should be requested by the student, at which time the matter in dispute can be raised and a resolution sought. In other words, talk directly to the person you have a problem with and try to sort out the problem between you.
2. **Resolution by Trainer and/or Assessor**
   Should the matter remain unresolved following Step 1 or should Step 1 be considered inappropriate, the student is encouraged to contact their Trainer/Assessor, who will help to sort out a solution. This may be by means of a mediated discussion or by talking individually with each person involved in the dispute.
3. **Resolution by the CEO**
   Should the matter remain unresolved following Step 2 or should Step 2 be considered inappropriate, the student is encouraged to contact the CEO who will investigate the matter. The CEO will ask you to put your concerns in writing and will review and help. The CEO will provide you with a written response to your complaint explaining the outcome including the reason for the decision.
4. **Resolution by Arbitration**
   Should the matter remain unresolved following Step 3, the CEO will appoint an

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independent arbitrator or panel to review the dispute and suggest an amicable solution.

5. **External Resolution**
    National Training Complaints Hotline on 13 38 73.

Complaints can be made by:
- Phoning 13 38 73 (Monday to Friday 8:00am-6:00pm)
- Emailing skilling@education.gov.au
- Website: https://www.dewr.gov.au/national-training-complaints-hotline

National Training Complaints Hotline

The National Training Complaints Hotline is a joint initiative between the Commonwealth, State and Territory Governments. It offers a seamless central contact point for students, apprentices, employers, and others to register complaints concerning vocational education and training.

How to contact the National Training Complaints Hotline:
- Phone: 13 38 73 (13 DESE).
- The hotline is open Monday to Friday 8:00am to 6:00pm nationally.
- Email: skilling@education.gov.au.

When contacting the National Training Complaints Hotline, please provide as much detail about your complaint or query as possible, including:
- Your contact details.
- The name of your training provider.
- A description of your complaint.
- Any steps you have already taken to address the issue.
- Any other relevant information.
- The hotline will refer you to the appropriate authority, agency, or jurisdiction for help with your complaint. They aim to resolve all complaints efficiently and fairly.

Important Notes:
The National Training Complaints Hotline does not investigate complaints directly. Instead, it refers complaints to the most appropriate agency, authority, or jurisdiction for consideration.
- Before contacting the hotline, students are encouraged to first attempt to resolve the issue directly with their training provider through the provider's internal complaints process.
- If you are unsure whether your complaint falls within the scope of the National Training Complaints Hotline, you are still encouraged to contact them for guidance.

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- Including this information ensures that students are aware of their rights and have access to an external avenue for addressing concerns about their vocational education and training experience.

Discrimination, bullying, victimisation, and harassment

Entry Education is committed to providing an environment for work and training that is free from discrimination, bullying, victimisation, and/or harassment of any kind. Behaviour of this nature will not be tolerated in any form and will result in immediate disciplinary action that may include expulsion from the course. This applies to both students and Entry Education staff members. Entry Education 's Discrimination, bullying and harassment policy is set in accordance with relevant state or territory anti-discrimination legislation.

Discrimination, bullying, victimisation, and harassment is, any treatment, directly or indirectly, of another person that causes that person distress or ill intent based on their:
- Religion.
- Age.
- Physical appearance or peculiarities.
- Social status.
- Race or cultural background.
- Residence.
- Sexual orientation.
- Education.
- Gender.
- Any other aspect of their person or circumstance.

If you witness any incident of discrimination, bullying, victimisation, or harassment you are expected to report it to your trainer/assessor or the CEO. If you feel you have been discriminated against, bullied, victimised, or harassed you should:
- Discuss the issue with your trainer/assessor or the CEO.
- It is important that you come forward with any complaint you may have. This will ensure that your rights are protected and that other students are also not subjected to the same discrimination, bullying, victimisation, or harassing treatment.
- If you are not satisfied with the way in which your grievance was managed you may take it to an outside agency, such as the Human Rights and Equal Opportunity Commission or the Anti- Discrimination Board.
- All complaints will be dealt with seriously and sympathetically. Confidentiality and privacy will always be respected.

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Respectful behaviour in Entry Education courses

Entry Education is committed to creating a positive, inclusive, and respectful online learning environment for all our students. As a student in our online courses, you play a crucial role in maintaining this environment. We expect all students to adhere to the following guidelines:

1. Use professional and courteous language in all online interactions, including discussion forums, chat rooms, and email correspondence.
2. Respect the diverse backgrounds, experiences, and opinions of your fellow Students and instructors. Avoid discriminatory or offensive comments related to race, gender, age, religion, disability, or any other personal characteristics.
3. Contribute to discussions and group activities in a constructive manner. Offer thoughtful insights, ask relevant questions, and provide helpful feedback to your peers.
4. Maintain academic honesty in all your work. Plagiarism, cheating, or any form of academic misconduct will not be tolerated.
5. Ensure that any content you share, including profile pictures, forum posts, or submitted assignments, is appropriate for an educational setting.
6. If you disagree with someone's opinion, express your view respectfully and focus on the idea, not the person.
7. Respect the privacy of your fellow Students and instructors. Do not share personal information or course materials without permission.
8. Be punctual for scheduled online sessions and actively participate in course activities.
9. Follow general netiquette guidelines. For example, avoid using all caps (which can be interpreted as shouting) and be mindful of tone in written communication.
10. Ensure your audio and video settings are appropriate when participating in live online sessions. Use a neutral background and minimise background noise.
11. If you experience or witness any behaviour that makes you uncomfortable or violates these guidelines, report it to your instructor or the course administrator promptly.
12. Remember that technical issues can occur. Be patient and understanding if your peers or instructors experience connectivity problems.

By adhering to these guidelines, you contribute to a positive learning environment that benefits everyone. We believe that mutual respect and consideration are key to a successful online learning experience.

Emergencies (on campus)

If there is an emergency on campus premises, you must follow the procedure below:

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1. Call Triple Zero **000** (*if it is safe to do so*) and provide the following details:
   - What type of emergency service you need – Police, Fire or Ambulance.
   - The exact address of the emergency, including the number, street name and town or suburb and details of the closest cross street (two roads) or a prominent landmark nearby.
   - Your name and the phone number from which you are calling.
   - What is your emergency – give them further details about the emergency, i.e. is the patient breathing?
   - Notify a staff member

Evacuation procedures

Upon the direction of the staff:
- Ensure no one enters the building during a fire.
- Evacuate all walking people first, wheel-chaired people second, then staff.
- Check all toilets and rooms if it is safe to do so.
- Everyone is to meet at the closest emergency location designated on the wall chart in all rooms on campus.
- A staff member is to take a roll call.
- A staff member is to meet the emergency service/s when they arrive on site.

You are required to follow any instructions given to you by the staff in case of emergency.

Legislation privacy notice

Under the Data Provision Requirements 2020, Entry Education is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Personal information disclosed to NCVER may be used or disclosed for the following purposes:
- Issuing a VET statement of attainment or VET qualification and populating authenticated VET transcripts.
- Facilitating statistics and research relating to education, including surveys.
- Understanding how the VET market operates, for policy, workforce planning and consumer information.
- Administering VET, including program administration, regulation, monitoring, and evaluation.

Your personal information (including the personal information contained on our enrolment form and your training activity data) may be used or disclosed by Entry Education for statistical, regulatory and research purposes. Entry Education may

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disclose your personal information for these purposes to third parties, including:

- Contracted trainers and assessors who work on your training & assessment.
- Our administration support team.
- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship.
- Employer – if you are enrolled in training paid for by your employer.
- Commonwealth and State or Territory government departments and authorised agencies.
- NCVER.
- USI.
- Organisations conducting student surveys (e.g. ASQA); and
- Researchers.

You may receive an NCVER or ASQA student survey which may be administered by an NCVER or ASQA employee, agent, or third-party contractor. You may opt out of the survey at the time of being contacted. NCVER & ASQA will collect, hold, use, and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au.

Entry Education will not disclose, sell, or pass on your personal details in any way other than the purposes stated above, without your consent. If, at any stage, your personal details change throughout the course of your training, please inform your trainer and/or assessor or our administration team so that your details can be updated in our Student Management System. You have the right to access the personal information recorded at any time and provide any necessary corrections. Please discuss this with your trainer and/or assessor.

Work health and safety for online students

While studying online offers flexibility, it is crucial to maintain a safe and healthy work environment. Please adhere to the following WHS guidelines:

1. **Ergonomic workspace**
   - Set up your study area with proper ergonomics in mind.
   - Use a chair that provides good back support.
   - Position your screen at eye level to avoid neck strain.
   - Keep your keyboard and mouse at a comfortable height to prevent wrist strain.
2. **Lighting**
   - Ensure your workspace is well-lit to reduce eye strain.
   - Avoid glare on your screen from windows or lighting.
3. **Regular breaks**
   - Take frequent short breaks to rest your eyes and stretch.

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- Follow the 20-20-20 rule: Every 20 minutes, look at something 20 feet away for 20 seconds.
4. **Physical activity**
   - Incorporate regular physical activity into your study routine.
   - Stand up and move around at least once every hour.
5. **Screen time management**
   - Adjust your screen brightness and contrast for comfort.
   - Consider using blue light filters, especially for evening study sessions.
6. **Electrical safety**
   - Ensure all electrical equipment is in good working order.
   - Avoid overloading power points.
   - Keep liquids away from electronic devices.
7. **Mental Health**
   - Take regular breaks to avoid mental fatigue.
   - Maintain a healthy work-life balance.
   - Reach out to Entry Education support services if you are feeling overwhelmed.
8. **Home environment safety**
   - Keep your study area clean and free from trip hazards.
   - Ensure adequate ventilation in your study space.
9. **Online security**
   - Use secure and up-to-date software for online learning.
   - Be cautious about sharing personal information online.
10. **Emergency preparedness**
    - Know the emergency exits in your home.
    - Have a basic first aid kit accessible.
11. **Time management**
    - Plan your study schedule to avoid long, uninterrupted periods at the computer.
12. **Proper posture**
    - Maintain good posture while sitting to prevent back and neck pain.
13. **Hydration and nutrition**
    - Keep water nearby and stay hydrated.
    - Maintain regular, healthy mealtimes.

By following these guidelines, you can create a safe and healthy online learning environment. Remember, your wellbeing is crucial for effective learning. If you have any concerns about your study environment or health while learning online, please contact our student support team.

Child safe standards and guidelines

Entry Education is committed to complying with the *Child Safe Standards* as mandated by the Victorian Government and applies these nationally. These standards are designed to ensure that organisations providing services to children and young people under the

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age of 18 years, create and maintain child-safe environments. Here are the key guidelines:

1. **Compliance with seven (7) Child Safe Standards - RTOs must implement policies and procedures that address the following standards:**
   - Standard 1: Strategies to embed an organisational culture of child safety.
   - Standard 2: A child safe policy or statement of commitment to child safety.
   - Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children.
   - Standard 4: Screening, supervision, training, and other human resources practices that reduce the risk of child abuse.
   - Standard 5: Procedures for responding to and reporting suspected child abuse.
   - Standard 6: Strategies to identify and reduce or remove risks of child abuse.
   - Standard 7: Strategies to promote the participation and empowerment of children.

2. **Mandatory reporting**
   - Entry Education must ensure that all staff and volunteers are aware of their obligations to report suspected child abuse or neglect.
   - Staff should be trained in recognizing signs of abuse and neglect.

3. **Working with children check**
   - All staff and volunteers who work with children must have a valid Working with Children Check.

4. **Risk management**
   - Entry Education must have a risk management strategy to identify and mitigate risks to child safety within the organisation.

5. **Regular review and update of policies**
   - Child safety policies and procedures should be reviewed and updated regularly to ensure they remain effective and compliant.

6. **Cultural safety**
   - Entry Education must ensure the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and children with disabilities.

7. **Empowerment of children**
   - Implement strategies to empower children to participate in decisions affecting them and to speak up if they feel unsafe.

8. **Training and education**
   - Provide regular training to staff and volunteers on child safety, including how to recognise, respond to and report child abuse.

9. **Governance and leadership**
   - Ensure that governance arrangements facilitate the implementation of child safe policies and practices.

10. **Information sharing**
    - Be aware of and comply with the Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS) where applicable.

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11. **Reportable conduct scheme**
    - Understand and comply with obligations under the Reportable Conduct Scheme, which requires the reporting of allegations of child abuse by employees and volunteers to the Commission for Children and Young People.
12. **Online safety**
    - Implement strategies to ensure child safety in online environments, particularly relevant for RTOs offering online courses.

By adhering to these guidelines, Entry Education demonstrates its commitment to creating and maintaining a child-safe environment. We encourage all staff, students, and stakeholders to familiarise themselves with these standards and to contribute to our child-safe culture. For more detailed information, please refer to the Commission for Children and Young People website - https://ccyp.vic.gov.au/child-safe-standards/.

Management of young students under 18 in Australian education

Entry Education is committed to providing a safe, supportive, and appropriate learning environment for all students, including those under 18 years of age. The following guidelines outline our approach to managing students under 18:

1. **Duty of care**
    - We have a heightened duty of care for students under 18.
    - Staff are trained to understand and fulfil this duty of care.
2. **Child safe standards**
    - We comply with relevant state and national Child Safe Standards.
    - Our policies and procedures are designed to create and maintain a child-safe environment.
3. **Working with children checks**
    - All staff and volunteers who interact with Students under 18 must have a valid Working with Children Check (or equivalent, depending on the state/territory).
4. **Consent and permissions**
    - Parental/guardian consent is required for various activities, including excursions, media releases, and certain types of assessments.
    - We maintain clear processes for obtaining and recording these consents.
5. **Privacy and confidentiality**
    - We adhere to the Privacy Act 1988 and manage personal information of Students under 18 with extra care.
    - Information is only shared on a need-to-know basis and with appropriate consent.
6. **Reporting obligations**
    - Staff are trained in mandatory reporting requirements for suspected abuse or neglect.

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- Clear procedures are in place for reporting and responding to incidents or concerns.

7. **Online safety**
   - We implement specific measures to ensure the online safety of Students under 18, particularly in online learning environments.
   - This includes monitoring online interactions and educating Students about cyber safety.

8. **Appropriate communication**
   - Staff are trained in appropriate communication methods with Students under 18.
   - Communication should be professional, transparent, and through approved channels.

9. **Health and wellbeing**
   - We have processes in place to manage the health needs of Students under 18, including medication administration if required.
   - Mental health support services are available and promoted to Students.

10. **Bullying and harassment**
    - We have zero tolerance for bullying and harassment.
    - Specific policies and procedures are in place to prevent and respond to such incidents.

11. **Emergency procedures**
    - Our emergency procedures consider the specific needs of Students under 18.
    - This includes ensuring appropriate supervision during evacuations or lockdowns.

12. **Alcohol and drugs**
    - We strictly enforce no alcohol or drug policies for Students under 18.
    - Education about the risks of substance abuse is provided as part of our pastoral care.

13. **Transport and excursions**
    - Specific risk assessments are conducted for any activities involving transport or excursions for Students under 18.
    - Appropriate supervision ratios are maintained at all times.

14. **Cultural sensitivity**
    - We recognise and respect the cultural backgrounds of all Students, including those under 18.
    - Staff are trained in cultural competency to support diverse student needs.

15. **Complaints and feedback**
    - We have accessible and age-appropriate mechanisms for Students under 18 to raise concerns or provide feedback.
    - All complaints are taken seriously and addressed promptly.

16. **Regular policy review**
    - Our policies and procedures relating to Students under 18 are regularly reviewed and updated to ensure they remain effective and compliant with current legislation and best practices.

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By adhering to these guidelines, Entry Education aims to provide a safe, supportive, and enriching educational experience for all Students, with particular attention to the needs and welfare of those under 18 years of age.

Information on licencing bodies

Licensing in each jurisdiction

For real estate courses (CPP41419 and CPP51122):
- Each state and territory has its own licensing requirements for real estate professionals.
- Students should be advised to check with their local regulatory body to ensure the course meets licensing requirements in their jurisdiction.
- Some jurisdictions may require additional units or state-specific content on top of the national qualification.

For finance and mortgage broking courses (FNS40821 and FNS50322):
- These courses are nationally recognized, but Students should be aware that additional requirements may exist for licensing as a mortgage broker.
- The Australian Securities and Investments Commission (ASIC) oversees the licensing of credit providers and mortgage brokers nationally.

Licensing information to be aware of and provide information for all relevant licensing bodies:

Real estate
- **NSW**: NSW Office of Fair Trading
  https://www.fairtrading.nsw.gov.au/
- **VIC**: Consumer Affairs Victoria
  https://www.consumer.vic.gov.au/
- **QLD**: Queensland Office of Fair Trading
  https://www.qld.gov.au/law/fair-trading
- **SA**: Consumer and Business Services
  https://www.cbs.sa.gov.au/
- **WA**: Department of Mines, Industry Regulation and Safety
  https://www.commerce.wa.gov.au/consumer-protection
- **TAS**: Property Agents Board of Tasmania
  https://www.propertyagentsboard.com.au/
- **NT**: Agents Licensing Board of the Northern Territory
  https://consumeraffairs.nt.gov.au/for-businesses/licenses-and-registration/become-a-licensed-agent

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- **ACT**: Access Canberra
  https://www.accesscanberra.act.gov.au/

Finance and mortgage broking
- **National**: Australian Securities and Investments Commission (ASIC)
  https://asic.gov.au/
- **Industry body**: Mortgage & Finance Association of Australia (MFAA)
  https://www.mfaa.com.au/

Important information
- The *CPP41419 - Certificate IV in Real Estate Practice* is the minimum requirement for real estate agent licensing across Australia, but specific requirements vary by state/territory.
- The *CPP51122 - Diploma of Property (Agency Management)* is often required for agency principals or those managing trust accounts.
- For mortgage broking, completion of *FNS40821 - Certificate IV in Finance and Mortgage Broking* is typically the minimum educational requirement, while *FNS50322 - Diploma of Finance and Mortgage Broking Management* may be required for more advanced roles or memberships.

Students are advised to check with the relevant licensing body in their state or territory for the most up-to-date requirements, as these can change and may include additional criteria beyond just the qualification (e.g., work experience, professional indemnity insurance, etc.).

Entry Education maintains current information on licensing requirements for each jurisdiction and provide clear guidance to Students on how their chosen course aligns with these requirements.

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For traineeship students

How to contact the Fair Work Ombudsman:
- Website: www.fairwork.gov.au
- Fair Work Infoline: 13 13 94
- For language assistance: 13 14 50

Important resources for trainees:
- Fair Work Ombudsman's 'Starting a New Job' guide.
- Pay and Conditions Tool (PACT) on the FWO website to check pay rates.
- 'Record My Hours' app to keep track of work hours.

What to do If you have a problem:
- Talk to your employer first.
- If the issue is not resolved, contact your Australian Apprenticeship Support Network provider.
- Seek advice from the Fair Work Ombudsman.
- Consider contacting your union if you are a member.

Remember:
- Keep records of your employment details, including copies of your training contract, pay slips, and any correspondence with your employer.
- Stay informed about your rights and responsibilities as a trainee.
- Do not hesitate to seek help if you are unsure about your entitlements or if you believe your rights are not being respected.

By understanding your rights and the role of the Fair Work Ombudsman, you can ensure a fair and positive experience during your traineeship.

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Important information and hyperlinks for students

- **Student support –** https://support.entryeducation.edu.au/?_gl=1*1o7jn6t*_gcl_au*MTUwOTM5ODYwLjE3MjUyMzM0NTQ
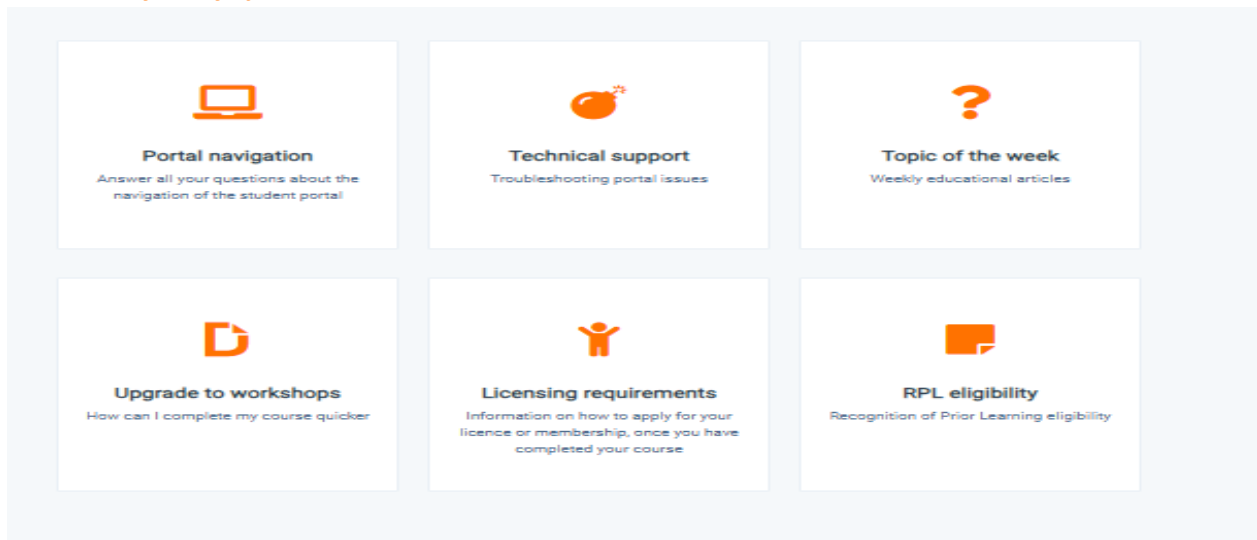
- **Portal navigation –** https://support.entryeducation.edu.au/portal-navigation

Portal navigation

Answer all your questions about the navigation of the student portal

- **Technical support –** https://support.entryeducation.edu.au/technical-support

Technical support

Troubleshooting portal issues

- **Licencing requirements** – https://support.entryeducation.edu.au/licensing-requirements

Licensing requirements

Information on how to apply for your licence or membership, once you have completed your course

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Glossary of terms

Term	Meaning
Access and equity	Policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients
Accredited course	A structured sequence of vocational education and training that leads to an AQF qualification or Statement of Attainment
Apprenticeship	A system of training regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal off-the-job training
AQF	Australian Qualifications Framework
AQF Certification Documentation	Formal certification issued by an RTO that a qualification has been achieved
Articulation	The process of enabling students to progress from one qualification to another, or between vocational education and higher education
ASIC	Australian Securities and Investments Commission
ASQA	Australian Skills Quality Authority
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved
Assessment conditions	The environment in which an assessment is conducted, including any equipment or materials required
Assessment guidelines	The endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible, and fair assessment
Assessment method	A technique used to gather evidence in an assessment process
Assessment tool	An instrument or process used to gather and record evidence of competence for the purpose of making a judgement
Assessor	A person qualified to conduct assessment of student competency
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CEO	Chief Executive Officer

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Term	Meaning
Cheating	Seeking to obtain an unfair advantage in an examination or assessment
Child safe standards	A set of standards designed to ensure that organizations providing services to children create and maintain child-safe environments
CISS	Child Information Sharing Scheme
Clustering	The process of grouping units of competency together for delivery or assessment purposes
Collusion	Unauthorised collaboration on assessable work with another person or persons
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace
Competency based assessment	An assessment process that determines whether a person can perform to the standards expected in the workplace
Competency based training	An approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training
Competency standard	An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment
Complaints and appeals	Processes by which a student can raise concerns about the RTO's services, decisions, or actions
Continuous improvement	The ongoing process of enhancing the quality of the VET services provided
Core unit	A compulsory unit of competency in a qualification
CPD	Continuing Professional Development
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CT	Credit Transfer
Customisation	The process of tailoring a program to meet the specific needs of clients
Delivery mode	The method used to deliver training and assessment to students (e.g., face-to-face, online, blended, etc.)
Elective unit	An optional unit of competency in a qualification

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Term	Meaning
Employability skills	The non-technical skills and knowledge necessary for effective participation in the workforce
Enrolment	The process of admitting a student to a course of study
ESOS Act	Education Services for Overseas Students Act 2000
Fee-for-service	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student
Flexible learning	An approach allowing for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs
Formative assessment	Assessment that occurs during the learning process and provides feedback to the student
Foundation skills	The underpinning skills required for participation in the workplace, the community and in adult education and training
Holistic assessment	An approach that combines knowledge, understanding, problem-solving, technical skills, attitudes, and ethics in assessment
Industry consultation	The process of engaging with industry stakeholders to ensure that training and assessment meets industry needs
Industry engagement	The participation of industry representatives in the training and assessment process to ensure its relevance to industry needs
Student cohort	A group of students enrolled in the same qualification and following the same training and assessment schedule
Student guide	A resource to guide the student through the training process, providing learning content and activities
Student support services	The services provided by an RTO to assist students to complete their studies
Learning outcome	A statement of what a student is expected to know, understand and be able to do as a result of a learning process
Learning resources	Materials used to support the process of learning and facilitate knowledge acquisition
LLND	Language, Literacy, Numeracy and Digital Literacy
Mapping	The process of comparing the components of one qualification with the components of another to determine equivalence

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Term	Meaning
Mode of delivery	The method adopted to deliver training and assessment, including online, classroom-based, or blended modes
Moderation	The process of bringing assessment judgements and standards into alignment
Mutual recognition	The acceptance of the decisions of another Registered Training Organisation relating to quality assurance and assessment outcomes
NCVER	National Centre for Vocational Education Research
Nominal Hours	The supervised structured learning and assessment hours required to competently complete a unit of competency
Non-accredited training	Training which does not lead to a nationally recognised qualification
NRT	Nationally Recognised Training
Plagiarism	The practice of taking someone else's work or ideas and passing them off as one's own
Principles of assessment	Fairness, Flexibility, Validity and Reliability - the guiding principles for quality assessment
PTR	Pre-Training Review
Qualification	Formal certification in the VET sector that a person has achieved learning outcomes as described in the AQF
RCC	Recognition of Current Competencies
Reasonable adjustment	A measure or action taken to assist a student with disability to participate in education and training on the same basis as other students
Recognition of Prior Learning (RPL)	An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes
RTO	Registered Training Organisation
Rules of evidence	Validity, Sufficiency, Authenticity and Currency - the guidelines for the collection of quality evidence
Scope of registration	The training products that an RTO is registered to provide, as approved by the VET Regulator
Simulated work environment	A setting that replicates the actual workplace, allowing for skills to be demonstrated

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Term	Meaning
Skill set	A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need
SOA	Statement of Attainment
STA	State Training Authority
Student management system	A software application for the administration, documentation, tracking, reporting, and delivery of educational courses
Summative assessment	Assessment that occurs at the end of a learning process and determines whether the learning outcomes have been achieved
Teach out	A period of time during which an RTO is permitted to continue delivering an older version of a training product to existing students
Third Party Arrangements (TPA)	Any arrangement where an RTO engages another party to provide services on its behalf
Traineeship	A system of vocational training combining off-the-job training with an approved training provider with on-the-job training and practical work experience
Trainer	A person who provides training in accordance with the Standards for RTOs 2015
Trainer and assessor competencies	The skills and knowledge required by trainers and assessors as specified in the Standards for RTOs 2015
Training Needs Analysis (TNA)	A method of determining the gap between the existing skills and knowledge of workers and the skills and knowledge required to meet current or future workplace requirements
Training package	A set of nationally endorsed standards and qualifications for recognising and assessing people's skills
Training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract
Training product	AQF qualification, skill set, unit of competency, accredited short course, or module
Transition	The process of moving from an old qualification to a new or revised version of that qualification
Unit of competency	The specification of the standards of performance required in the workplace

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Term	Meaning
USI	Unique Student Identifier
Validation	The quality review of the assessment process, including reviewing a statistically valid sample of completed assessments
Validation plan	A document outlining the intended approach to validation of assessment practices and judgements
VET	Vocational Education and Training
VET student loans	A government loan program for students undertaking certain VET courses
Volume of learning	A dimension of the complexity of a qualification that is used along with the level criteria and qualification type descriptor to determine the AQF level of a qualification
WHS	Work Health and Safety
Workplace assessment	Assessment that occurs in the workplace, often as part of the normal work routine

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