Department		
Retail Institute – RTO (ID4049)		
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Approved by	**Next Review**	Once printed, this document is not controlled.
Aaron Hines Director, ARA Retail Institute	July 2023	
Reason for change	General review of the content and improvement.	

1. Policy objective

1.1. The objective of this Policy and procedure is to ensure that the Australian Retailers Association (the ARA), via its training division, the ARA Retail Institute (RI), comply with the responsibilities set by law as a nationally Registered Training Organisation (RTO).

1.2. This Policy ensures compliance with the Standards for RTO Clauses:

- 1.7, 5.4 and 6.1 to 6.6—Supporting and informing learners; managing complaints and appeals and interactions
- 5.1 - Each learner is properly informed and protected.
- 8.5 – 8.6 Compliance and reporting - all times demonstrate compliance with but not limited to:
  - o ASQA and the legislative instruments it enables
  - o the Vocational Education and Training (VET) Quality Framework
  - o legislation, regulations, and standards related to the delivery of training to overseas students
  - o workplace health and safety legislation and regulations
  - o anti-discrimination legislation and regulations
  - o consumer protection requirements.

Scholarly note:

RTOs must meet the requirements of the Commonwealth Government's Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (DSE), which require education providers to ensure learners with disability or ongoing ill-health can access and participate in education and training. Section 4(1) of the Disability Discrimination Act 1992 defines a reasonable adjustment as 'an adjustment to be made by a person is a reasonable adjustment unless making the adjustment would impose an unjustifiable hardship on the person'.

2. Scope

2.1. This Policy applies to all individuals who must ensure the ARARI complies with the Standards for RTOs and other laws and conforms to its conditional arrangements with other interested parties critical to the operations of the ARARI. Including:

- any student enrolled and participating in a nationally recognised training program within ARA's Scope of Registration,

- all ARARI staff and or other persons ("other" individuals engaged by the ARA) who facilitate student enrolment,
- all ARA Partners ("Partners" Third Party Arrangements/Agents and staff), and
- all ARARI Directors and the ARA CEO.

2. Related Documents

- Participants Information Handbook

3. Definitions

2.3. For the purpose of this Policy, and associated Procedures, the following definitions apply:

2.3.1. A training course – is defined as a pathway to achieving a nationally recognised qualification or Skill set from a VET Training Package as listed on the ARA's Scope of Registration.

2.3.2. ASQA – Australian Skills Quality Authority, the national VET Regulator for RTOs, enforces the National VET Regulator Act 2011.

2.3.3. RTO – Registered Training Organisation

2.3.4. NRT – Nationally Recognised Training, training that consists of training packages, qualifications, units of competency, accredited courses, and Skill Sets

2.3.5. ARA – Australian Retailers Association

2.3.6. ARARI – ARA Retail Institute, the entity responsible for administering the ARA's RTO.

4. Policy

4.1. The Policy ensures ARARI meets the standard requirements for RTOs to provide students are given support while studying with ARA Retail Institute. Therefore, the ARARI employs the following principles in its commitment to students enrolled in an NRT training course listed on the ARA Scope of Registration.

4.1.1. The ARARI will ensure it seeks both academic and personal support services for students to maximise their study outcomes.

4.1.2. The ARARI will ensure support solutions tailored to the needs of student cohorts are considered within all its services.

4.1.3. The ARARI will offer effective solutions whether the ARARI can provide students to ensure that course activities are sufficiently flexible, provide additional support and offer reasonable substitutes within the content of the course where the student cannot participate.

5. Procedures

Pre-Course Commencement

5.1.1. ARA Retail Institute aims to provide as much information and educational support services as possible to prospective students before enrolling/commencing any course to ensure a comprehensive understanding of the training course they wish to study.

5.1.2. Instruments used during the pre-course commencement include but are not limited to:
- Pre-enrolment documents (e.g., course brochure, participant handbook, terms, and conditions)
- The Participant Handbook is also maintained and updated on the ARARI policies and procedures pages on the ARA website.

- Diagnostic assessments and other evaluation methods to understand the needs of an individual student or the learner cohort group entering a training course.

5.1.3. Students are informed about policies relating to complaints and appeals, fees, and refunds.

5.1.4. Pre-course information and pre-screening (face to face, phone or online) will assess the suitability of the program and course. In addition, students must complete a diagnostic assessment so that a Trainer/Assessor can evaluate their Language, Literacy, Numeracy and Digital (LLND) skills. This approach ensures a student meets the AQF level of capability for the training course they are enrolling in and for developing individual support plans.

5.1.5. Reasonable adjustment is used to ensure there is the modification of a workplace environment, training delivery or assessment methods to help students with disabilities or ongoing ill health to access and participate in study on the same basis as those without disability or ongoing ill health.

- Flexible scheduling and delivery method of Training and Assessment following the ARARI's Policy and procedures on meeting a learner's needs

5.1.6. Contextualisation is offered before the start of a training course to employers so they can add information about the operations of their business or organisation into the coursework. Contextualisation helps give more meaning and relevance to the resources if the skills and knowledge they are learning is developed in an employer's context.

5.1.7. Referrals to mediation and counselling services are offered by engaging with referring organisations to seek out opportunities to support students.

Funding arrangements and their requirements

5.1.8. ARARI is contractually required to produce documented evidence of their approach to support services under the contracts where we supply government training service subsidies.

Student Orientation

5.1.9. At the beginning of a course of study, the participants are given a short orientation, and it may include the following:
- A tour of the facilities identifies classrooms, participant areas, kitchen (if applicable), and other relevant areas such as toilets, fire exits, and the restricted regions.
- Information on emergency evacuation procedures
- Information on how to access the student support services within ARA Retail Institute

Nominated Student Support Officer

5.1.10. Whilst all staff employed by ARARI are primarily responsible for providing support to all participants, ARARI shall nominate a 'Student Support Officer' who shall be available to all students on an appointment basis, through the standard ARA hours of business.

5.1.11. Students can access the Student Support Officer directly or via the Student Services Department, and an appointment will be organised as soon as practical.

5.1.12. Currently, the role and responsibility of this 'Student Support Officer' is maintained by the person detailed below:

Name: Sandy Shen

Phone: 03 8660 3340

Email: training@retail.org.au

Student Support Services Referral List

5.1.13. The Student Support Officer can provide links to external sources of support where employees at ARARI are not qualified, or it is in a student's best interests to seek professional advice. All preferred external support services are listed on the Student Support Services Referral List, which the Student Support Officer also maintains.