

Neuroenergetic Kinesiology Student Study Guide

FROM THE TRAINING PACKAGE
HLT07



Neuroenergetic Courses

HLT42812 Certificate IV in Kinesiology

HLT51507 Diploma of Kinesiology

30922QLD Advanced Diploma of Neuroenergetic Kinesiology

10359NAT Graduate Diploma of Neuroenergetic Kinesiology



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Welcome

On behalf of the staff at NK Institute Pty Ltd I would like to take this opportunity to extend to you my warmest welcome.

NK Institute Pty Ltd is a registered training organisation (RTO) delivering nationally recognised qualifications under the VET Quality Framework.

This Student Handbook has been compiled to assist and support you during your study. It will provide you with our expectations of you and what you can expect of us. In addition, we are more than happy to assist with any questions you may have.

We hope you enjoy a supportive learning environment and wish you every success in your future endeavours!

Hugo Tobar
Institute Director



Vision Statement

To continue to deliver the most advanced, comprehensive and cutting edge Kinesiology Training program in the world.

Stay at the forefront of kinesiology training development.

Initiate research projects to gather evidence based research data on kinesiology.

Keep Neuroenergetic Kinesiology as the most advanced and progressive kinesiology modality in the world.

Mission Statement

We intend to meet our vision through continued research into the related fields of Kinesiology and bring cutting edge research and techniques to the courses offered. We also seek teachers suitably qualified and experienced to support these advancements.

Training that meets your needs

NK Institute Pty Ltd, trading as the NK Institute and related entities, are committed to ensuring you receive training, assessment and support services that meet your individual needs. To achieve this, we need to know what your needs are.

If at any point throughout your course you require assistance or support, please discuss these needs with the staff of NK Institute Pty Ltd and we will do our best to help. If you have any special needs, including language and literacy, learning, mobility, visual impairment or hearing please notify staff as soon as possible, preferably at the start of your course, to allow us to cater for any of your needs. If you do not tell us about any condition that may affect your learning, we will not be able to assist you if the need arises.

Note that any information you tell us in relation to your needs will remain confidential and only used to support you.

Please read the policies in this handbook prior to signing your course enrolment form. Once you have signed your enrolment form this indicates you have accepted all the policies and procedures.

Nationally Recognised Training

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.

The users of the AQF span each education and training sector: schools, vocational education and training and higher education and include the accrediting authorities and institutions providing education and training. The many AQF stakeholders include industry and its representative bodies, unions, professional associations and licensing authorities and governments.

Ultimately students, graduate and employers, both Australian and international, benefit from the quality qualifications that are built on the requirements of the AQF.

In Australia, education and training is a shared responsibility of all Commonwealth, State and Territory governments. Education, training and employment ministers collectively own and are responsible for the AQF.

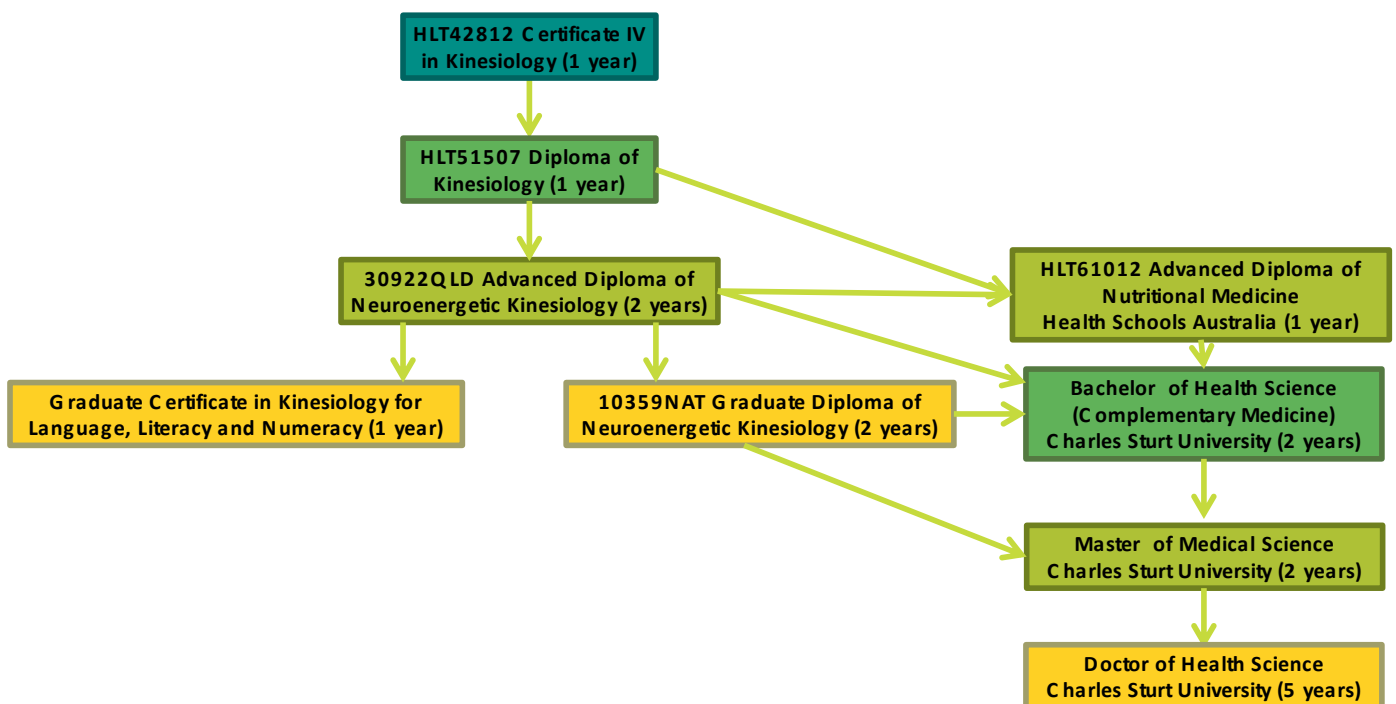
Pathways

One of the key objectives of the Australian Qualifications Framework is to facilitate pathways to, and through, formal qualifications.

AQF qualifications link with each other in a range of learning pathways between schools, VET and higher education as an individual's learning and career ambitions require.

The AQF provides for flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors

Training Pathways



The following articulations are in place

- *30922QLD Advanced Diploma of Neuroenergetic Kinesiology* graduates will receive credit towards the Bachelor of Health Sciences (Complementary Medicine) with Charles Sturt University (CSU). Candidates will have to do 13 more subjects with CSU
- *10359NAT Graduate Diploma of Neuroenergetic Kinesiology* will receive credit with CSU on a case by case basis, depending on the following:
 - If they hold a bachelor degree in the area of health sciences then credit will go towards the master of medical Science
 - If they don't hold a bachelor degree in the area of health sciences then credit will go towards the Bachelor of Health Sciences (Complementary Medicine)
- *30922QLD Advanced Diploma of Neuroenergetic Kinesiology* graduates will receive credit towards HLT61012 Advanced Diploma of Nutritional Medicine with Health Schools Australia
- *HLT51507 Diploma of Kinesiology* graduates will receive credit towards HLT61012 Advanced Diploma of Nutritional Medicine with Health Schools Australia

ASQA

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.

ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Australia's VET sector

Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.

Vocational education and training is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers that work together to provide nationally consistent training across Australia.

About RTOs

Registered training organisations (RTOs) are those **training providers** registered by ASQA (or, in some cases, a state regulator) to deliver VET services.

RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications.

Standards for NVR Registered Training Organisations

An essential mechanism for the regulation of vocational education and training (VET) is the national standards against which applicants/RTOs are assessed.

The standards are used by ASQA as an instrument in protecting the interests of all students undertaking vocational education and training in Australia.

The standards guide nationally consistent, high-quality training and assessment services in the vocational education and training system.

NK Institute Quality Standards

The *Standards for NVR Registered Training Organisations 2012* made under the *National Vocational Education and Training Regulator Act 2011* is a set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. NK Institute Pty Ltd adheres to the following:

SNR 15	The NVR registered training organisation provides quality training and assessment across all of its operations
SNR 16	The NVR registered training organisation adheres to principles of access and equity and maximises outcome for its clients
SNR 17	Management systems are responsive to the needs of clients, staff and stakeholders, and in the environment in which the NVR registered training organisation operates
SNR 18	The NVR registered training organisation has governance arrangements in place
SNR 19	Interactions with the National VET Regulator
SNR 20	Compliance with legislation
SNR 21	Insurance
SNR 22	Financial management
SNR 23	Certification, issuing and recognition of qualifications and statements of attainment
SNR 24	Accuracy and integrity of marketing
SNR 25	Transition to Training Packages/expiry of VET accredited course

Employability Skills

Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. They can include skills such as communication, self-management, problem solving and teamwork. They are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies.

In the Vocational Education and Training sector the term 'foundation skills' is used to describe a combination of language, literacy and numeracy skills and employability skills.

Employability skills are embedded in Training Package units of competency. Employability Skills Summaries record how the employability skills are covered in every nationally endorsed qualification.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

The Employability Skills Summary lists the elements of each skill that have been identified for the qualification. Further information can be found at <http://employabilityskills.training.com.au>

Glossary of Terms in VET

Access and equity - also called: Equity

A policy or set of strategies to make vocational education and training available to all members of the community, to increase participation, and to improve outcomes - particularly focusing on those groups that have been traditionally under-represented, including: women, indigenous Australians, people with a disability, people from non-English speaking backgrounds, and people from rural and remote areas.

Accreditation

The formal recognition of a vocational education and training (VET) course by the state or territory course accrediting body, in accordance with the AQTF Standards for State and Territory Registering and Course Accrediting Bodies

Assessment

The process of gathering and judging evidence in order to decide whether a standard or objective has been achieved. See also Competency-based assessment and Evidence guide

Assessment guidelines

An endorsed component of a training package that underpins assessment and sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning: assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment

Assessment materials

Optional component of training packages that complement endorsed industry assessment guidelines and could take the form of assessment exemplars or specific assessment tasks and instructions

Assessment tool

A method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance

Assessor

A person qualified to carry out assessment. A training professional must have a minimum assessment qualification to assess a student as competent or not yet competent

Attainment

Reaching a particular level, accomplishing a goal. In vocational education and training, successful completion of the requirements of a module or course

Competency

The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments

Competent/Not Yet Competent

Every assessment needs to be marked. A Competent result means the trainee has met the relevant competencies. A Not Yet Competent result means that further training is required, or perhaps that more evidence needs to be provided to prove competence

Core competencies

Identifies units of competency within a competency standard that an industry has agreed is essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to work in a particular industry.

Enrolment

The registration of a person with an education or training provider for the purpose of undertaking a course or module.

Evidence

Your Assessor is required to collect information about your competence. This information may be in the form of work samples, completed workbooks, projects, answers to questions, observation, written confirmation from your supervisor, resumes or other ways. This information is called Evidence

Principles of assessment

The principles of assessment ensure quality outcomes. Assessments should be fair, flexible, valid and reliable

Qualification

A Qualification is a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs

Reasonable adjustment

Adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Training Package

An integrated set of nationally endorsed standards, guidelines and qualifications, for training, assessing and recognising people's skills. Developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials, such as learning strategies, assessment materials and professional development resources.

Units of competency

A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation. It contains Elements of competency, Performance criteria and Range of variables.

Enrolment

NK Institute Pty Ltd welcomes learners, however, some qualifications are only able to be undertaken if the candidate has already obtained pre-requisite units of competency or prior qualifications for the certificate or diploma they wish to enrol for.

Entry requirements will be discussed with you during your initial enquiry.

The Principal reserves the right to refuse the application of any student and subsequent monies will be returned to the applicant.

If the applicant is under the age of 18, a Parent or Guardian's signature is necessary.

Enrolment Procedure

- Access the Course Schedule on the NK Institute website: <http://www.nkinstitute.com.au/course-schedule.html>
- Complete the details required and submit with your payment
- If successful, you will receive a *confirmation of enrolment letter*

Course Fees

- Courses and course fees are not transferable.
- To secure a position, payment is required with the application. The full amount is payable before the course, if the course costs less than \$1,000.
- If the course costs more than \$1,000, then \$1,000 is payable before the course starts and the rest is payable by the end of the course.

Refunds

Refund Policy in the Event of a Course Being Cancelled

In the event of a course being cancelled, the student will be issued with a full refund of fees paid to the Organisation.

NK Institute Pty Ltd and related entities, has the following policy regarding refunds of fees to students:

Refund Policy

NK Institute Pty Ltd and related entities, offers a fair and equitable refund policy that complies with all legislative requirements. The policy is outlined within the pre enrolment information and discussed prior to enrolment.

Enrolment Fees

The enrolment fee is not refundable. If the learner leaves the course before the course has ended for any reason and has received the course learning materials the full amount is still payable. If the learner has received the course materials before the course has taken place and cannot attend the full course amount is still payable. The learner is entitled to attend the course at a later date at no extra charge. Once the learner has received the course materials the full amount is due.

Course fees shall not be refunded to the student under any circumstances unless;

- NK Institute Pty Ltd and related entities, and related entities, cancels or discontinues a course.
- you withdraw from a course due to serious illness (we will refund any course fees paid less an administrative fee) - **a medical certificate is required**. The Organisation will then refund any payments made **after** the initial deposit, however, an administration fee is also payable.
- You withdraw with written notice more than 7 days prior to the commencement of the course.

If you fail to commence the course or withdraw for any other reason other than illness, with less than one weeks notice, you will forfeit any monies paid.

Student's who have left the course without a valid medical reason and doctor's certificate will be liable for remainder of course fees owing.

Study and assessment guide refund policy:

A 20% restocking fee is charged if the study. And assessment guide is a current version and unmarked

A 50% restocking fee is charged if the study and assessment guide is not the current version and unmarked

Study and assessment guides that have been marked will not be accepted for refund

Rights and Responsibilities

Code of Conduct

All students are expected to:

- Conduct themselves professionally at all times, so as to comply with the generally accepted standards of moral behaviour and decency
- Not undertake professional services until studies are fully completed and you are fully qualified
- At all times strive to achieve a high level of proficiency through commitment to studies
- Never criticise, condemn or otherwise denigrate the organisation, its Staff Members and Trainers or members of the Industry or allied professions.
- Attend at least 80% of the course time in all classes

NK Insitutute undertakes to:

Prohibit discrimination towards any group or individuals in any form, inclusive of:

- Gender
- Pregnancy
- Race, colour, nationality, ethnic or religious background
- Marital status
- Physical or intellectual or psychiatric disability
- Homosexuality (male or female, actual or presumed)
- Age

NK Institute Pty Ltd, trading as the NK Institute and related entities, encourages students with diverse backgrounds and a genuine interest in expanding their knowledge and skill to apply for admission into all courses.

Programs are designed and wherever possible, facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged people.

Student Conduct and Etiquette (Disciplinary Information)

This Organisation expects students enrolled in all courses to behave in a professional and dignified manner with regard to fellow students and Trainers.

Students guilty of:

- cheating in class tests or examinations;
- intimidating other students;
- being disrespectful to staff and other students;

- been rude, or discourteous to a trainer, the principal or any other member of the staff or guest trainer;
- causing disruption in class; and/or
- engaging in misconduct deemed unsuitable or unprofessional

will be given notice of expulsion in writing. Fees will not be refunded. Malicious damage to equipment and/or stealing materials or products will result in instant dismissal. Any student who does not abide by the policies and procedures will be counselled by the Principal.

NB: Mobile Phones: The use of mobile phones during training is prohibited. They must be turned off in class times

If a student persists in not abiding by the policies and procedures the Principal may wish to contact the student or the student's parents if they are under 18. If the matter is not resolved the Principal reserves the right to discharge the student from the Institute. Under these circumstances a student may have a right of audience or a right of appeal to the Principal. Such right of audience or appeal must be requested in writing to the Principal within seven (7) days of suspension or expulsion. *See Appeals Policy*

The decision of the Principal shall be final and binding upon all parties. No refund will be given.

Plagiarism

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

The following are examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

- Copying directly (or allowing to be copied) paragraphs, sentences, a single sentence or significant parts of a sentence. An end reference without quotation marks around the copied text may also constitute plagiarism;
- Copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- Relying on a specific idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- Cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
- Presenting as independent, work done in collaboration with other people (eg, another student, a tutor);
- Submitting, as one's own, all or part of another student's original work;
- Preparing an original and correctly referenced assignment and submitting part or all of the assignment twice for separate subjects or marks;
- Cheating in an exam, either by copying from other students or by using unauthorised notes or aids.

As outlined above, plagiarism is taking and presenting the thoughts, writings, etc, of other people as your own. In not crediting the source, a person is guilty of intellectual fraud. It is unacceptable at all times; it is completely unacceptable at the NK Institute.

If a student is found to have deliberately plagiarised the work of another - including copying the work of other students - the penalties are severe.

Complaints and Appeal Procedures

All complaints and appeals are taken seriously and their findings incorporated into procedures as appropriate. Should a student have a complaint or appeal, the following steps are to be followed:

- Student should discuss the issue / complaint with the person involved to try and resolve it verbally.
- If no resolution is reached, the student should discuss the issue / complaint with his / her trainer to see if it can be resolved.
- If still no resolution the student should put the following information relating to the complaint or appeal in writing:
 - description of the complaint or appeal
 - state whether you wish to formally present your case
 - steps you have taken to deal with the it
 - what you would like to happen to fix the problem and prevent it from happening again.

The student brings the complaint or appeal to the attention of the trainer within seven (7) days of the issue taking place.

If the complaint or appeal is not dealt with to the student's satisfaction within the seven (7) day period, he/she may bring it to the attention of the Principal. The Principal will either deal with the issue personally or arrange for it to be dealt with by a management representative. This process must commence within 48 hours from the time the Principal receives written notification from the student about their dissatisfaction to the response received from their trainer and a response / resolution must be presented within seven (7) days.

Should the issue still not be resolved to the student's satisfaction, NK Institute Pty Ltd will make arrangements for an independent external person to resolve the issue. The student will be given the opportunity to formally present his or her case. The time frame for this process may vary but should take no longer than 14 days.

All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14 day period.

If the student is still not happy with external mediation, he/she may take their complaint to the National Regulator for VET related issues with their online complaint form.
<https://rms.asqa.gov.au/registration/newcomplaint.aspx>

Complaints for kinesiology related issues should be directed to the Australian Kinesiology Association
Australian Kinesiology Association Inc.
PO Box 233 Kerrimuir, Victoria, 3129 Australia enquiries@akakinesiology.org.au
Tel: 1300 780 381 or +61 3 9898 7681

All documentation relating to complaints or appeals should be archived for audit purposes.

The NK Institute Principal will be the person responsible for the implementation and maintenance of the policy.

Appeals against Assessment Outcomes

Students may appeal against a result shown on their student record / assessment. The appeals process is as follows:

- The student lodges an Appeal with the Principal.
- The Principal will assess the result and assessment and moderate with the Trainers and give the written outcome to the student within 21 days.

Access to student records and participation

NK Institute Pty Ltd is committed to providing you with accurate and current records of your participation and progress. If at any point you wish to view your student file or discuss your progress in the course, please arrange a time with your trainer or the Principal and they will be more the willing to help you.

Recognition

NK Institute qualifications are recognised by the Australian Kinesiology Association (AKA), Australian Institute of Kinesiologists (AIK) and the Australian Traditional Medicine Society (ATMS). NK Institute is also a member of ACPET and ILP (Institute of Learning Practitioners).

Neuroenergetic Kinesiology is recognised by the following international kinesiology associations:

Kinesiology Association of Ireland (KAI)
German Association of Applied Kinesiology (DGAK)
Kinesuisse (Switzerland)
Kinesiology Federation (UK)
Energy Kinesiology Association (USA)
Canadian Association of Specialised Kinesiology (CANASK)
International Association of Specialised Kinesiology (IASK)
Spain
Belgium
Italy

Recognition of qualifications issued by other RTO's

Recognition of qualifications issued by other registered training organisations is usually for purposes of entry into a qualification where another qualification or certain Statements of Attainment are a prerequisite to entry, or for part completion of a qualification based on Statements of Attainment for the units/modules already held by the student. It is mandatory that RTO's accept the qualifications and Statement of Attainments issued by other RTO's.

Recognition of qualifications issued by other registered training organisations does not require an RTO to recognise the qualifications/Statements of Attainment issued by another RTO for any purposes other than training with that RTO, such as licensing or employment arrangements, e.g. industrial award classifications.

Recognition of qualifications issued by other registered training organisations does have a limited lifespan. If the qualification/Statement of Attainment is currently listed on Training.gov.au and is still a component of a qualification that the student wishes to undertake, recognition of qualifications issued by other registered training organisations must be given. If the qualification/Statement of Attainment held by the student has been superseded and is no longer on Training.gov.au or is not the version required by the qualification into which the student wished to enrol, this policy does not apply.

Assessment Pathways (Recognition of Prior Learning – RPL)

NK Institute Pty Ltd offers assessment-only pathways

- a. These are situations in which there is no structured training and the candidate is simply required to provide current, quality evidence of their attainment of the relevant units of competency.
- b. This type of pathway may operate in both on and off the job environments. This pathway is likely to be most appropriate for existing workers, individuals with overseas qualifications and recent migrants with established work histories. In such cases it may be appropriate for assessors to use summative approaches to assessment.
- c. In this situation, the candidate presents evidence that he or she possesses the required skills and knowledge identified in the relevant competency standards and the assessor makes a judgement on whether the candidate is competent. Summative approaches to assessment may be directed by the candidate, such as in the compilation of portfolios, or by the assessor, such as observation of workplace performance, demonstrations of skills and oral and written testing.

Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) involves the assessment of previously unrecognised skills and knowledge you have achieved outside the formal education and training system, through, for example, work, sport or voluntary work. RPL assesses this unrecognised learning against the requirements of a qualification, in respect of both entry requirements and outcomes to be achieved. By removing the need to duplicate learning, RPL encourages you to continue upgrading your skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

In order to recognise prior learning it is necessary to:

- Map the knowledge and skills you possess against the performance criteria and learning outcomes of the unit of competency, and
- Determine appropriate evidence to support the claim of prior learning.
- Submit this evidence in a clear and concise format for your assessor to review.

The methods used to assess RPL applications may take several (not mutually exclusive) forms, for example:

- Assessment based on a portfolio of evidence containing official documents, photos, third party verification reports, etc.
- Direct observation of demonstration of skill or competence.
- Participation in exactly the same or modified versions of the assessment you would be required to complete as part of the full course (also known as 'up-front assessment').
- Provision of examples of your work drawn from the workplace, social, community or other setting in which you have applied your learning, skill or competence.
- Reflective papers, journals or portfolios that relate past learning to the performance criteria and learning outcomes of the current course or qualification.
- Testimonials of learning, skill or competence (supervisor's report, customer feedback, etc).
- Combinations of any of the above.

Understanding Competency

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Application of specified skills

Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise. In this case we are talking about the health industry.

It covers all aspects

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments.

Focus on the outcome

In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Qualifications

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Qualifications are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Competency Based Training

Competency based training is a structured approach to training and assessment that is directed toward achieving specific outcomes. It is about assisting individuals to acquire skills and knowledge so they are able to perform a task to a specified standard under certain conditions.

In competency based training, the outcomes to be achieved are clearly stated so that learners know exactly what they have to be able to do, trainers know what training or learning is to be provided and organisations know the skill levels required of their people. The emphasis in competency based training is on "performing" rather than just "knowing".

A competency is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards).

In the Australian context a broad definition of competency has been adopted that includes four aspects of work performance. These are described in the following chart.

Task Skills	Being able to perform individual tasks
Task Management Skills	Being able to manage a number of different tasks within the job
Contingency Management Skills	Being able to respond to irregularities and breakdowns in routine
Environmental Skills	Being able to deal with the responsibilities and expectations of the work environment

A competency is much more than just a description of a work task or activity. It encompasses measures of the competency and addresses the knowledge, skills and attitudes required for a person to perform a job to a required standard.

Understanding the Assessment Process

Competency Based Assessment

Assessment is not a test. It is about gathering enough reliable evidence about a learner's skills and knowledge through the most practical ways possible. You will be guided in providing evidence which demonstrates you can perform the required competencies to the required standard. Competency depends on consistently demonstrating the skills, attitude and knowledge that enable you to complete workplace tasks, confidently and in a variety of situations.

To attain competence in a unit, you must successfully:

- Meet the performance criteria set out in the unit of competency
- Demonstrate required underpinning knowledge and skills as set out in the unit of competency
- Demonstrate required employability skills as set out in the training package.

A number of assessment methods will be employed in order to assess your competence across these three areas. An assessment method is the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.

Principles of Assessment

Fair

Assessments and assessors should take into account the person being assessed and ensure they are not disadvantaged. A fair assessment is one where the learner:

- Has a very clear understanding of what is expected and what form the assessment will take
- Is treated equitably
- Knows the criteria that will be used to judge performance
- Has opportunities for the assessment decision to be reviewed or to appeal the assessment outcome

Valid

A valid assessment assesses what it claims to assess. The evidence collected is relevant to the activity and demonstrates that the performance criteria have been met. This is achieved by:

- Focusing on the areas described in the relevant competency standard
- Sampling a sufficient range of evidence
- Gathering evidence in the workplace or from tasks that resemble those in the workplace
- Being clear about the competencies being assessed

Reliable

A reliable assessment is consistent and reproducible and this can be improved by:

- Ensuring the all parties are conversant with the competency being assessed
- Using several different methods to gather assessment data
- Collecting evidence in different situations or at different times
- Using more than one assessor

Flexible

Flexibility in assessment often involves negotiation of assessment methods. Flexibility also means:

- Being accessible to the learner
- Providing recognition regardless of how or where the competency was acquired

What is 'Evidence'?

Evidence is information upon which an assessor makes a judgement of competency.

Evidence may include:

Direct demonstration/observation	Performance of a task, or range of tasks, either in the workplace or in a simulated work environment, witnessed directly by an assessor
Indirect demonstration	Use of photographs, videos, etc. showing performance of a task when the assessor cannot be present
Products	Models, items, objects that have been made, fixed or repaired by the candidate <ul style="list-style-type: none"> ▪ products as a result of project ▪ work samples/products
Workplace documents	Rosters, budgets, reports, standard operating procedures etc. developed by the candidate
Questions - written and oral	Asking the candidate about real or hypothetical situations to check understanding, task management and contingency management skills. May be short answer, discussion, multiple choice, questionnaires, self-assessment, interviews, oral or written examinations
Assignments	Projects, reports, essays, etc. relevant to the LLN requirements of the unit of competency
Third party reports	Documented and verified reports from supervisor, colleague, subject expert, trainer or others <ul style="list-style-type: none"> ▪ testimonials/reports from employers/supervisors ▪ evidence of training ▪ authenticated prior achievements ▪ interview with employer, supervisor and/or peer
Self-assessment	A candidate's personal statement on their performance (not generally sufficient in isolation)
Simulation	Simulated activity to accommodate difficult to demonstrate criteria e.g. emergencies, contingencies, difficult behaviours etc.
Portfolios	Collections of evidence compiled by the candidate <ul style="list-style-type: none"> ▪ collection of work samples compiled by the candidate ▪ product with supporting documentation ▪ historical evidence ▪ journal/log book ▪ information about life experiences
Structured activities	<ul style="list-style-type: none"> ▪ simulation exercised/role plays ▪ projects ▪ presentations ▪ activity sheets

Rules of Evidence

In judging evidence, your assessor must ensure that the evidence is:

- *Authentic* (your own work)
- *Valid* (directly related to the current version of the relevant endorsed unit of competency)
- *Reliable* (shows that you consistently meet the endorsed unit of competency)
- *Current* (reflects your current capacity to perform the aspect of the work covered by the endorsed unit of competency)
- *Sufficient* (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency: task skills, task management skills, contingency management skills, and job/role environment skills).

Becoming involved in the assessment process will help you identify your strengths and weaknesses and confirm when you are ready to be assessed. When you are capable of identifying your own skills and knowledge and any gaps you might have, you will be aware of the type of evidence you need to gather and the specific training you require.

Use a log book or portfolio to gather evidence. Take photos, keep research notes and other activities. This will help when your assessor is reviewing the evidence collected to determine individual versus group efforts as well as confirming the development of employability skills.

Examinations & Class Tests

All courses have some form of assessment. This can be any/or all of practical, theory, assignments and/or written and/or verbal assessments. Some assignments or assessments may be held during class times.

Students are required to sit all assessments at the time designated by their trainer or by the Principal. Any student failing to comply with examination protocol (which includes a student cheating) will be brought before the Principal and will face disciplinary action.

Assignments

Assignments must be handed to the trainer prior to the assignment due date.

Assignments must not be given to anybody other than the trainer and / or Principal.

Assessment Results

Students are notified of assessment results by their trainer at the end of each session.

No examination results are issued or discussed over the telephone.

Administration

Administrative Contacts

Occasionally students may need to consult the Trainers and or the Principals with comments, questions, suggestions or other matters. In order that we may better assist our students, we suggest, that the student speak with his/her trainer, or the Principal.

The trainer can often assist with any individual subject problems a student may encounter. The trainer can only comment on his/her subject not on other subjects.

Read all the information contained in this book thoroughly. If the required information is not found, refer the question to the Trainer or Principal.

Change of Name/Address/Telephone Number

Upon change of name, address or telephone number, the student is required to notify NK Institute Pty Ltd with the relevant information. The change must be advised in writing stating the previous address, the new address. **No responsibility will be accepted by the Organisation for failure to follow the above procedure.**

NK Institute Pty Ltd Contact Details

NK Institute Pty Ltd	Telephone: 61 2 6672 7544
P.O. Box 904	Fax: 61 2 6672 7545
Murwillumbah NSW 2484	Mobile: 0427 102 346
AUSTRALIA	Skype: hugotobar
	E-mail: admin@nk institute.com
	Web: www.nk institute.com

Work Health and Safety

NK Institute realises its responsibilities to students, academic and Principal, to ensure a safe and healthy academic and working environment. The Organisation operates according to appropriate Occupational Health and Safety standards and procedures.

First aid kits are located in all venues.

Work Health and Safety is the responsibility of every employee and visitor to our organisation. NK Institute employees are aware of WH&S requirements and adhere to the principles and practices that ensure a safe working environment.

NK Institute WH&S principles:

- Adhere to government legislation
- All employees take a personal interest in the well being of our team and visitors
- We identify, assess and eliminate or control all hazards and risks to health and safety
- We monitor and evaluate measures to control hazards and risks to health and safety
- We circulate appropriate information, instruction, training and supervision to all staff to enable them to safely carry out their responsibilities
- We ensure employees and visitors take responsibility for making their work environment safe

The Work Health and Safety Act 2011 can be found at <http://www.comlaw.gov.au/Details/C2011A00137>

Privacy Principles

The ten National Privacy Principles (NPPs) contained in schedule 3 of the *Privacy Act 1988* (Privacy Act) regulate how large businesses, all health service providers and some small businesses and non-government organisations handle individuals' personal information.

The NPPs cover the collection, use, disclosure and storage of personal information. They also allow individuals to access that information and have it corrected if it is wrong.

NK Institute is committed to following the National Privacy Principles (NPPs) concerning any and all student information:

NPP 1: collection

- d. Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

NPP 2: use and disclosure

- e. Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are also rules about direct marketing.

NPPs 3–4: information quality and security

- f. An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

NPP 5: openness

- g. An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

NPP 6: access and correction

- h. Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

NPP 7: identifiers

- i. Generally prevents an organisation from adopting an Australian Government identifier for an individual (eg Medicare numbers) as its own.

NPP 8: anonymity

- j. Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

NPP 9: transborder data flows

- k. Outlines how organisations should protect personal information that they transfer outside Australia.

NPP 10: sensitive information

- l. Sensitive information includes information relating to health, racial or ethnic background, or criminal records. Higher standards apply to the handling of sensitive information.

<http://www.oaic.gov.au/privacy/privacy-act/national-privacy-principles>

NK Institute Intellectual Property

All information provided to you is Commercial in Confidence. Only use this information for what it was intended. Copyright protects the expression of ideas and information in certain forms including writing, music, visual images, broadcasts, sound recording, moving images and computer programs. Copyright protection is provided under the *Copyright Act 1968* and is designed to prevent the unauthorised use by others of a work that is in its original form.