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<b>Applicable standards</b>	Standards for Registered Training Organisations 2015 2023 Victorian Skills First Contract Online Service Standards (published by Victorian State Government) Web Content Accessibility Guidelines 2.1
<b>Authorised by</b>	General Manager Quality and Compliance
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## Policy: Online Service Standards

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### Overview

Builders Academy Australia (BAA) offers programs that are delivered with an online component. BAA is committed to providing a quality online learning experience. These service standards explain how we support students doing online training.

Online training and assessment, for the purpose of the Online Standards, has been defined as delivery of supervised training and/or assessment via the internet.

It also includes all learning materials BAA provides online.

It includes when supervised training or assessment is happening, but the student and trainer are not in the same location, for example: video conferencing virtual classrooms

It does not include:

- where the internet is used as part of learning in a classroom or face-to-face setting
- when a student is using the internet to do homework or to upload assessment tasks

When training meets this definition, there are specific requirements BAA needs to meet under the VET Funding Contract.

This policy is published on the BAA website in the Key Links & Documents page  
<https://buildersacademy.com.au/key-links-and-documents/>

### Student Support

BAA provides the following support to students studying any aspect of their course online:

#### Skills First Teachers

- May be contacted via their BAA email anytime (email address provided during class induction).
- Skills First Teachers will reply to queries within two business days.
- Assessments are graded within 7 business days of submission.

### **Student Engagement Team**

- Are available for live queries by phone (1300 534 363 Option 1) on Victorian business days between 8:30am and 6:30pm Monday to Thursday, and between 8:30am and 5:00pm on Friday.
- Student support can be contacted via email to [enquiries@buildersacademy.com.au](mailto:enquiries@buildersacademy.com.au) at any time; however, please allow up to two business days to respond.

### **Training Manager**

- Students can request to speak to the Training Manager at any time via email to [enquiries@buildersacademy.com.au](mailto:enquiries@buildersacademy.com.au) or by ringing Student Support (1300 534 363 Option 1) on Victorian business days between 8:30am and 6:30pm Monday to Thursday, and between 8:30am and 5:00pm on Friday.
- If the Training Manager is not available at the time, a message will be forwarded to them, and they will return the call within two business days from receiving the phone call message or email.

### **IT support helpdesk and LMS (Learning Management System) support for technical queries**

- LMS Support may be reached on phone (1300 534 363 Option 1) on Victorian business days between 8:30am and 6:30pm Monday to Thursday, and between 8:30am and 5:00pm on Friday.
- LMS Support may be contacted via email anytime at [helponline@buildersacademy.com.au](mailto:helponline@buildersacademy.com.au) and will reply to queries within two business days.

### **Student Welfare**

Welfare services are available between 08:30 – 5pm Monday to Friday in person, via telephone or video conference or email

- Support services are available between 8:30 – 5pm Monday to Friday in person, via telephone or video conference.
- Students wishing to access any support services are encouraged to discuss this with their Trainer/Assessor, call (1300 534 363 Option 1) or email [enquiries@buildersacademy.com.au](mailto:enquiries@buildersacademy.com.au).
- If a voicemail or email is left, the welfare coordinator will respond within two business days.

## **Student Entry Requirements and Induction**

BAA conducts a comprehensive Pre-Training Review (PTR) for all prospective students to determine whether a course is suitable and appropriate for their individual needs.

As part of the PTR process, we include an evaluation of a prospective student's digital literacy (PC Skills) to ensure that they will be successfully able to complete a course with an online component.

### **Evaluation of PC Skills (Digital Literacy)**

For students who are enrolling into a course that involves PC literacy (such as accessing information online or completing learning activities or assessments online or submitting assessments via a learning management system, the students must have their PC skills evaluated as part of their Language, Literacy and Numeracy skills (LLN) assessment.

BAA use an online LLN tool called LLN Robot which requires students to undertake basic PC skills in order to complete the evaluation. This includes, but is not limited to:

1. The ability to logon to a computer.
2. Access emails and click a link within an email.
3. Login into an online database (LLN tool).

4. Use a mouse and keyboard.
5. Read and respond to online text.

Students who meet the minimum requirements for the LLN evaluation for their course will be considered to meet PC literacy requirements.

Students who do not meet the minimum requirements for the LLN evaluation will be evaluated individually to see whether they meet PC literacy requirements.

### Minimum Technology Requirements

BAA uses a learning management system (LMS) for online course delivery and assessment submission.

The following are the minimum information technology requirements to enable optimal access to the LMS:

<b>PC – Windows Operating System</b> <ul style="list-style-type: none"> <li>• Windows 7, Windows 8, or Windows 10</li> <li>• An Intel Pentium 4 processor</li> <li>• 350MB of free disk space</li> <li>• 512MB RAM</li> </ul>	<b>MAC</b> <ul style="list-style-type: none"> <li>• Mac OS X 10.6 or later</li> <li>• An Intel Processor that 64 bit</li> <li>• 350MB of free disk space</li> <li>• 512MB RAM</li> </ul>
<p>Minimum screen resolution must be 1200x800. Ensure you have the largest possible screen for the best experience.</p> <p>Software Requirements:</p> <ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Excel</li> <li>• Acrobat Reader</li> </ul> <p>Supported Browsers:</p> <ul style="list-style-type: none"> <li>• Chrome 23 or later (preferred)</li> <li>• Firefox 17 or later</li> <li>• Internet Explorer (not recommended)</li> </ul> <p>Recommended Accessories:</p> <ul style="list-style-type: none"> <li>• Headphones for a better experience of our multimedia content</li> <li>• A webcam for a better experience of our Virtual Campus Live Sessions</li> </ul>	

## Learning Materials

BAA ensures that learning materials used for online training components are interactive and are presented in several ways to ensure that we cater for different learning styles that learners have.

Our content is presented in a variety of formats including:

- Online reading content (PDFs are used for longer documents) for pre or past class reading.
- Guided content and Graphics.
- Video and Audio.
- Learner Guides and Interactive SCORM content which are a summary of Learner Guides.
- Interaction through discussion forums and webinars.

- Interaction done in class (whether face-to-face or online).
- Training videos that are instructor led and deliver the training to the students in a visual format.
- Support videos for all assessments to outline what needs to be completed.

BAA provides text alternatives to images, graphs, videos, and multimedia where possible; can meet various bandwidth requirements and can be used with alternative browsers.

When developing content for our learners we take into considerations the 'Web Content Accessibility Guidelines (WCAG) 2.1' to make them perceivable, Operable, understandable and robust. The current guidelines can be found at <https://www.w3.org/TR/WCAG21/#intro>

These WCAG guidelines cover a wide range of recommendations for making Web content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations; but will not address every user need for people with these disabilities. These guidelines address accessibility of web content on desktops, laptops, tablets, and mobile devices. Following these guidelines will also often make Web content more usable to users in general.

## Student Engagement

### **Collaborative Learning Opportunities**

Our learners are supported within a Virtual Classroom framework that is engaging and interactive allowing for both delivery of training and content, as well as collaborative work amongst classmates. Participation is encouraged within group learning and consolidated through individual student support, utilising our virtual 'breakout' classrooms.

BAA prides itself in reaching out to participants for whom 'traditional' delivery modes would preclude them from pursuing formal training opportunities. Virtual Classroom students are often from remote areas, or alternatively are 'time poor.'

### **Ongoing Feedback**

Our Skills First Teachers are selected for their ability to maintain a quality learning experience, whilst monitoring 'virtual' cues fed back by the learners. All delivery is enhanced by live video streaming, of which students can opt 'in' with their own video feed.

Students interact individually with their Skills First Teachers or the whole class. Interactions can be communicated verbally or via chat. Students can also be 'handed control' of the classroom delivery, creating a more interactive and inclusive experience.

Our Skills First Teachers will also provide feedback in response to individual queries and in relation to the tasks that they complete.

### **Response to non-activity or non-participation**

There are two areas that suggest a learner is falling behind in their studies and will trigger the student engagement team to reach out. The first one is continued absence from classroom or virtual online session, and the second trigger for BAA to follow up is low assessment submission rate.

Our student engagement team will combine a variety of methods to attempt to contact the student and reach a solution to aid in the completion of the qualification. This includes phone calls, test messages and emails.

## Mode and Method of Assessment

The mode and methods of assessment will vary from course to course and from subject to subject.

A minimum of two forms of assessment will be used for each subject.

Forms of assessment will include, but is not limited to:

- Written questions.
- Projects.
- Case Studies.
- Role play.

Where practical and / or observation assessments are required, these may be collected externally to the LMS via the Assessor undertaking direct observation face-to-face, watching a live video link, or watching an uploaded video.

Where verbal assessments are required, these may be collected externally to the LMS via the Assessor:

1. Undertaking the verbal assessment in a face-to-face class.
2. Undertaking the verbal assessment one-on-one face-to-face or via phone external to a class

In addition, supplementary evidence may also be required for some programs and units such as:

- Third party reports
- Photos
- Videos
- On the job performance outcomes

## Skills First Teachers

BAA's Skills First Teachers fulfill all regulatory requirements determined by government and training bodies such as ASQA and the Department of Education and Training, to be able to deliver the relevant qualifications. This includes maintaining currency and ensuring relevant Professional Development is undertaken.

All Skills First Teachers delivering programs at BAA with an online component have undertaken in-house professional development as follows:

1. How to use the LMS.
2. If conducting online live classes:
  - how to run webinar technology.
  - how to run an online program.
  - how to manage online attendance.

In addition, our Skills First Teachers may be asked to complete external professional development on running online classes or online programs.