

# Student Handbook

## Policies & Procedures



-  02 4960 9611
-  [Training@zokal.com.au](mailto:Training@zokal.com.au)
-  [www.zokal.com.au](http://www.zokal.com.au)
-  The Business Centre  
4/5 Friesian Close  
Sandgate  
NSW 2304
-  RTO Number 91267

## 1. Welcome

Thank you for choosing Zokal Safety Training, we look forward to working with you to achieve your training and career goals.

Zokal is committed to providing high quality standards of vocational education and training, we aim to provide a happy, friendly atmosphere in which to learn.

Zokal will ensure that you will receive the opportunity to fulfil your personal potential during your training and every endeavour will be made by staff to accommodate the training to meet your individual needs.

It is important to keep this handbook on hand during your training, as it will provide additional guidance as you progress throughout your training. In this handbook, you will find information about Zokal's policies and procedures, together with forms and documents that you may need to refer to and/or complete.

If you have any suggestions on how we can improve our Policies and Procedures or any of our services, please complete the "Training Evaluation Form" or an "Opportunity for Improvement" form and submit to the Compliance Manager.

We sincerely hope your time at Zokal is a memorable and productive learning experience.

If you require any assistance with understanding these Policies and Procedures, please do not hesitate to ask your trainer for assistance, who can explain the process further.

Yours sincerely

Jim Prout

CEO

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## 2. Code of Conduct (T&S)

Zokal Safety Training is responsible for ensuring ongoing compliance with the Standards for Registered Training Organisations, including where services may be delivered on the RTO's behalf. The Chief Executive Officer is responsible for ensuring that the operations, staff and students of the RTO complies with the requirements of the VET Quality Framework, which includes the following:

- the Standards for Registered Training Organisations (RTOs) 2015
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements 2011
- the Financial Viability Risk Assessment Requirements 2011
- the Data Provision Requirements 2012

Zokal will ensure that compliance applies across all of its operations within the RTO's scope of registration, as listed on the National Register (<http://www.training.gov.au>). (5.3)

Zokal has policies and procedures in place for ensuring compliance with the VET Quality Framework, which are distributed to Staff and Students as part of their induction process, these policies and procedures include how the RTO will comply with the following:

### **Standards for Registered Training Organisations 2015**

- Standard 1 – Training and Assessment
  - Learners benefit from high-quality training that equips them for employment and/or further study in their chosen field.
  - Learners are confident they hold the skills and knowledge their certification describes and are well-equipped to undertake relevant tasks safely and productively.
  - Graduates have enhanced employment prospects because employers are confident in their abilities.
- Standard 2 – Quality Assurance Strategies
  - Learners are confident that the quality of training is monitored to ensure it meets their needs and the needs of employers.
- Standard 3 - Certification
  - Learners receive certification that clearly documents their skills and knowledge in a timely manner.
- Standard 4 - Marketing
  - Learners can make informed choices that the RTO has training that meets their needs with clear and accurate information including information about the performance of the RTO
- Standard 5 – Students rights and obligations
  - Learners can make informed choices about the RTO and the training program that best suits their needs
  - Learners know who is delivering their training and who is issuing any qualification or statement of attainment
  - Learners are aware of their rights and responsibilities
- Standard 6 – Complaints and appeals
  - Learners have any concerns about their training or assessment addressed promptly and equitably
- Standard 7 - Governance
  - Learners know their provider is stable and well-governed, so are confident it will continue to operate and be properly resourced to deliver training
  - Learners know that their exposure to financial loss is limited in the case of a provider closing or not being able to provide the training
- Standard 8 – Compliance with legislation
  - Learners are assured that our RTO is monitored by a regulator that has accurate, up-to-date information about the provider
  - Learners are confident our RTO complies with relevant legislation and regulatory requirements
  - Learners are aware of requirements that relate to their training
  - Learners can make informed choices about the RTO using accurate and up-to-date information

### **Australian Qualifications Framework:**

- Adhere to the requirements of the AQF Qualifications Issuance Policy and the AQF Qualifications Pathways Policy

### **Fit and Proper Person Requirements**

- All senior management, or persons who would have a significant impact on the RTO, are required to complete and submit a Fit and Proper Person form to the National VET Regulator

### **Data Provision Requirements**

- Collect and store student and training records within an AVETMISS compliant Student Management System (DPR 4)
- Collect data on behalf of the National VET Regulator against the AVETMISS requirements (DPR 4.1)
- Collect data on behalf of the National VET Regulator against the Quality Indicators (DPR 6)
- Submit annual reports to the National VET Regulator on data collected (DPR 7)

### **Working with Children Check**

- All Trainers and Assessors are required to undertake a Working with Children Check prior to commencing training and assessment if they will be delivering training and assessment to students under the age of 18 years.

## **3. Student Responsibilities**

As a student with Zokal, you are responsible for your own actions, this includes:

- Complying with the policies and procedures within the Student Handbook
- Participating in all training activities by asking questions and interacting with other students
- Communicating with the Trainer any struggles that you may be having, especially if it will affect your training or assessment.
- Thinking of the classroom as your workplace, are you are good work colleague?
- Dressing appropriately for the classroom, clean clothes and clean covered shoes.
- Using your brain and challenge yourself in the classroom, you will thank yourself later when you have a better understanding of the training that was delivered
- Completing all assessment requirements required to determine your competency
- Cooperating with Trainers, Assessors, RTO Staff and Students in the conduct of training and assessment
- Pay all course fees prior to course commencement
- Finding ways to relate to your course. What original thoughts and experiences can you bring to the course?
- Being in the training, participate, don't jeopardise your own learning by not participating
- Surround yourself with other students who can help you. You don't have to be best friends with everyone you seek advice from, but find friends or acquaintances that will help you get the most out of the training.

## **4. Enrolment Form**

All students are required to complete an enrolment form prior to course commencement to ascertain contact details, Unique Student Identifier, emergency contact details, student disabilities, required support services and to collect the relevant statistical information required for AVETMISS reporting.

The back of the enrolment form outlines the Terms and Conditions of enrolment, including student's rights and responsibilities. Students are required to sign the back of the form to acknowledge their agreement with the RTO's terms and conditions.

The trainer is responsible for ensuring each student has completed an enrolment form prior to course commencement.

Following is a list of "Terms & Conditions of Enrolment" listed on the Enrolment Form:

- Enrolment and Selection (Clause 5.3)
- Training Guarantee (Clause 5.3)
- Course Fees, Payments and Refunds (Clause 5.3)
- Fee Protection (Clause 7.3)
- Complaints and Appeals (Clause 6.1)
- RPL & Credit Transfer (Clause 3.5)
- Language, Literacy and Numeracy (Clause 1.7)
- Support Services (Clause 1.7)
- Legislative and Regulatory Requirements (Clause 8.5)
- Workplace Health and Safety (Clause 8.5)
- Access and Equity
- Harassment, victimisation and bullying
- Privacy

## 5. Enrolment and Selection

Zokal Safety Training is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category.

Zokal Safety Training ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. Zokal Safety Training will address access and equity matters as a nominated part of operational duties.

Enrolment and Selection information:

1. The student is responsible for notifying Zokal if they have a medical condition or disability or require assistance in their training.
2. It is the student's responsibility to note the date, time and location of the course as advertised.
3. Courses with low enrolments may be cancelled, every effort will be made to contact students, please ensure your contact details are correct.
4. Requests from the student to transfer or credit their course placement due to changed personal circumstances will be considered and every effort will be made to ensure a placement into an alternative course.
5. If you are unable to complete your course, due to changed personal circumstances, the RTO will make every effort to ensure you are placed into an alternative pre-scheduled course.
6. Students participate in courses involving physical activity, practical demonstrations etc. and do so at their own risk. The RTO's students are covered by public liability insurance whilst working within the RTO's premises.
7. If a student is identified as having a Disability and requiring further support they are to discuss this with their trainer to determine the best outcome for the student.

## 6. Course Fees, Payments, Refunds and Certification

1. Zokal Safety Training's course fees are all-inclusive. There will not be additional charges or fees for the duration of the training course. Course fees are outlined on the Zokal Safety Training website [www.zokal.com.au](http://www.zokal.com.au)
2. In line with the RTO's Fee Protection Policy the RTO will not collect more than \$1,500 per student prior to course commencement.
3. Certificates and Statements of Attainment are issued to students who are assessed as competent in the units successfully completed. The cost of the certificates is included in the course fees.
4. Refunds may be made in the following circumstances:
  - a) Zokal Safety training initiated refund
    - 100% refund will be given if Zokal Safety Training is unable to run a course on the dates stated at enrolment, or in lieu of a refund, the student may elect to be enrolled (transferred) to the next available course
    - 100% refund will be given if the student is deemed to not meet the minimum LLN requirements by the trainer and assessor after the commencement of the course
  - b) Student initiated refund
    - 100% refund if request received in writing 14 days prior to the course commencement or alternatively transfer to alternative course date at the student's discretion
    - 50% refund if request is received in writing between 13 days and the course commencement
    - If the student commences but does not complete the course, no refund is payable.
5. Students are responsible for the safe storage of their Certificates. If a student requires a reissue of their Certificate or Statement of Attainment, a **certificate re-issue fee of \$50 including GST** will be charged.
6. **The RTO is responsible for issuance of AQF certification documentation within 30 calendar days of course completion, providing all fees have been paid and a valid USI number provided.**
7. If a student is deemed not yet competent on completion of training, they will be offered 2 opportunities for further training and reassessment.

## 7. Consumer Guarantee

Zokal Safety Training is committed to delivering high quality services that support students throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for students. Zokal Safety Training will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO.

Students who undertake training with Zokal Safety Training receive every opportunity to successfully complete their chosen training program. Zokal Safety Training will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

### 7.1 What happens if this guarantee is not met?

In the first instance, the student should submit a complaint to the RTO identifying where the RTO has not met its requirements against the Consumer Guarantee, please refer to the Complaints and Appeals policy for how to submit a complaint.

If a student believes that the RTO has failed to meet one or more of the consumer guarantees, he/she is entitled to a remedy – for example, a refund or a further service to rectify the problem. In line with the Complaints and Appeals process, the RTO will provide the appropriate remedy.

## 8. Changes to Agreed Services

Where there are any changes to the agreed services that will affect the learner, including in the event of Zokal closing down, the RTO will advise the learner in writing within 10 business days of the event, this includes changes to any new third-party arrangements or a change of ownership or any changes to existing third party arrangements.

## 9. Training Evaluation Form

The purpose of the Training Evaluation Form is to collect feedback from students on the delivery of training and assessment, including training facilities, the trainers' skills and knowledge, as well as feedback on the resources utilised for delivery of training, and overall satisfaction ranking with the course. Each student will be provided a Training Evaluation Form for completion. The Training Evaluation Forms are to be collected with feedback entered into the student management system by the RTO Support Officer.

In addition to training evaluation, the RTO will conduct random surveys and interviews with industry leaders, clients, students and other community bodies to identify future needs in training.

The Compliance Manager will report both positive and negative feedback to the relevant staff for discussion. Feedback regarding delivered programs is to be discussed with the trainer that delivered the training with positive feedback being acknowledged. These discussions are to assist in the revision and adjustment of training material and delivery methods and enable to trainers' professional development.

Any complaints or issues that are identified from feedback are to be recorded in the Opportunity for Improvement Register for action and reviewed at the monthly Quality and Compliance Meetings.

## 10. Language, Literacy and Numeracy (LLN)

Zokal Safety Training course information and learning materials contain written documentation and in some cases, numerical calculations. Zokal Safety Training recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by Zokal Safety Training staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

Zokal Safety Training will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of Zokal Safety Training staff to assist, the student will be referred to an external support agency so they have the opportunity to obtain the skills required to complete the training program.

Due to the "high risk" nature of our training, the ability to speak and understanding ENGLISH is a pre-requisite to be able to enter one of our training programs. If you are unsure, please contact Zokal Safety Training on 02 4960 9611 and discuss your situation.

### 10.1 Flexible delivery and assessment procedures

Zokal Safety Training recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of Zokal Safety Training respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students.

For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include, but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room.

Zokal Safety Training staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services Zokal Safety Training can offer, they will be referred to an appropriate external agency.

### 10.2 Reasonable adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student 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. That is, the standards expected should be the same irrespective of the group and / or individual being assessed; otherwise comparability of standards will be compromised.

## 11. Support Services

Zokal Safety Training will make all reasonable efforts and utilise a variety of available methods to assist all students in their efforts to complete training programs. Zokal Safety Training will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses. Zokal Safety Training will continue to develop strategies to make support available where gaps are identified. Trainers are responsible for ensuring that all students are aware they can contact their trainer or other Zokal Safety Training staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of Zokal Safety Training to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact Zokal Safety Training who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties. In the event that a student's needs exceed the capacity of the support services Zokal Safety Training can offer, they will be referred to an appropriate external agency.

The Support Services List provides a list of support services available to students through referral, please refer to the list to identify the most appropriate service for the students. This list is provided on the back of the Student Handbook and includes website addresses and phone numbers to access these services. If a student is unsure of the service that they require, they should contact their trainer or the Compliance Manager to discuss further.

## 12. Principles of Assessment and the Rules of Evidence

Assessors are responsible for ensuring that all assessments are conducted in accordance with the principles of assessment and the rules of evidence. **Principles of assessment** are required to ensure quality outcomes.

Assessments should be fair, flexible, valid and reliable as follows:

**Fairness:** requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.



**Flexible:** To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.

**Validity:** Assessments are valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

**Reliability:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Rules of evidence** are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

**Validity:** Assessment evidence considered has direct relevant to the unit or module's specifications.

**Sufficiency:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

**Authenticity:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

**Currency:** Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

In order to ensure that assessment activities/tasks meet the Principles of Assessment and the Rules of Evidence requirements, which includes meeting workplace requirements and to ensure the reliability and flexibility of assessment, all assessment activities/tasks must be validated.

### 13. Recognition of Prior Learning (RPL)

All students are eligible to apply for Recognition of Prior Learning and are advised of this on the back of the Enrolment Form. Recognition of Prior Learning is granted as a result of identifying and assessing previous and current informal education and training, work experience and/or life experience and knowledge. Previous learning and the evidence supplied is measured against pre-determined performance standards contained within the Units of Competency. To prepare for recognition of prior learning the student should indicate their decision to apply for recognition as soon as possible. Following is the process for preparing for recognition of prior learning:

In consultation with the trainer/assessor the student should:

- Decide which units are to be recognised
- Provide an Evidence Portfolio in line with agreed evidence plan
- Undertake peer assessment or third-party evidence
- Be prepared to 'show, tell and apply' skills and knowledge

Evidence for recognition of prior learning may include any of the following:

- Performance, demonstration, or skills test/assessment
- Workplace or other pertinent observation
- Oral and written presentation
- Portfolio, logbook, task book, projects or assignments
- Interview and questions
- Simulations
- Video, photographic (endorsed) evidence
- Competency conversations (focusing on key points to look for in responses)

Students will initially be assessed against the performance criteria and critical aspects of evidence for each unit of competency within the Training Product. RPL applicants must demonstrate their claim for competency in sufficient detail to enable the assessor to make clear judgements.

Students are required to sign an RPL Assessment Kit, which outlines the requirements of the evidence required for proof of competency. Assessors will develop an Assessment Plan to enable a portfolio to be developed.

PLEASE NOTE- Training programs include a physical component that must be assessed to the current industry standards. Due to safety and legislative requirements RPL may not be offered by Zokal Safety Training

### 13.1 RPL Kit

The RPL Kit is to be completed by students who wish to be given recognition for skills and knowledge that they may currently hold within a field or industry. The application process requires the student to provide evidence of, or demonstrate, their current ability to perform the requirements of each of the performance criteria within the unit of competency of a qualification.

Following is the process for applying for RPL using the RPL Kit:

- Student to contact the RTO and advise that they wish to apply for RPL using the RPL Kit
- RTO to supply the RPL Kit and explain the process for RPL
- RTO to allocate an Assessor to contact the student to ensure they understand the requirements of the evidence to be supplied
- Student to submit to the Assessor all the required evidence and the completed RPL Kit
- Assessor to review the RPL Kit and determine whether the student has the required skills and knowledge against each Unit of Competency

Once the eligibility of the student has been determined by the Assessor, the kit is to be forwarded to the RTO for Certificate issue.

## 14. Cheating and Plagiarism

Zokal will not condone cheating or plagiarism in any form by students of the RTO and will ensure that these standards are upheld. Trainers must be diligent in reducing potential opportunities for cheating and plagiarism to occur by adhering to our policy on Cheating and Plagiarism.

### 14.1 Definition of Cheating

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. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

### 14.2 Definition of Plagiarism

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 were 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. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

It is cheating to:

- Use notes or other resources without permission during formal testing
- Hand in someone else's work as your own (with or without that person's permission)
- Hand in a completely duplicated assignment
- Take work without the author's knowledge

- Allow someone else to hand up your work as their own
- Use any part of someone else's work without the proper acknowledgement
- Steal an examination or solution from trainer/assessor.

It is not cheating to:

- Discuss assignments with your Trainer/Assessor or other students to understand what is being asked for
- Hand in work done alone or with the help of staff
- Get help to correct minor errors in spelling or grammar
- Discuss assignment requirements and course materials so that you can better understand the subject (this is, in fact, encouraged)
- Submit one assignment from a group of students where this is explicitly permitted or required
- Use other people's ideas where they are acknowledged in the appropriate way, such as referencing

### 14.3 Penalties

If you are suspected of cheating, your Trainer/Assessor will investigate to establish evidence to support the suspicion. If there is evidence to support the suspicion, your Trainer/Assessor will notify the Compliance Manager and set out the concerns to you in writing, requesting a time to discuss the matter. You will have the opportunity to counter the allegations made against you.

Once you have provided your information, Zokal may come to one of two decisions:

- It is a minor or unintentional offence and you will need to undergo an alternative form of assessment, such as a short oral assessment, which may involve talking about the work or questioning.
- It is a serious offence and you will fail the module. Repeated offences of cheating – minor or serious – will result in failure of the module plus a record on your student file, together with the reason.

You will be advised of all penalties writing.

### 15. Opportunity for Improvement

A key process for managing continuous improvement throughout the RTO is through identifying "Opportunities for Improvement", these can be improvements to Training and Assessment, Client Services or Management Systems. All staff and students are encouraged to complete an Opportunity for Improvement Form if they identify a system, process or procedure requiring implementation or improvement.

The implementation of the actions identified in the Opportunity for Improvement will be reviewed and discussed at the Monthly Quality and Compliance Meetings. Following is the process for opportunities for improvement:

1. A possible improvement is identified and an Opportunity for Improvement Form is completed, by outlining the details of the current weakness in the system, process, procedure or practice.
2. In order to focus on the solution and not the weakness, the person who has identified the improvement is given the opportunity to also identify the "Action required for Improvement". If they are not able to identify a solution, this will be given to the Compliance Manager to resolve.
3. Submit the Opportunity for Improvement Form to the Compliance Manager.
4. Compliance Manager reviews the Opportunity for Improvement Form, and either reviews the suggested "Action required for Improvement" identified by the person who completed the form, or identifies what they believe the "Action required for Improvement".
5. The Compliance Manager enters the Opportunity for Improvement into the Opportunity for Improvement Register.
6. Compliance Manager either then delegates the Opportunity for Improvement to be actioned by another staff member, or undertakes the Action to be completed.
7. The Opportunity for Improvement is reviewed at the monthly Quality and Compliance Meeting. Minutes from the Quality and Compliance Meeting are distributed to all Training and Administration staff so that they can review the Opportunities identified and any improvements

### 16. Certification

In determining whether a student is competent/or not yet competent, the student is assessed against the requirements of the qualification, including the units of competencies and the performance criteria and assessment requirements within the units of competency.

Students are issued with a VET Statement of Attainment or VET Qualification once competency has been achieved, as outlined within the Training Product. The testamur for all AQF qualifications issued will identify the qualification as an AQF qualification with the words “The qualification is recognised within the Australian Qualifications Framework”.

### 17. Access to records

All student records, such as personal details and records of participation and progress (this includes data collected on the Enrolment Form and assessment results that are collected), are kept within a secure area (both electronic and hard files). An electronic record of each Student’s enrolment and participation is kept on the Student Management System for a period of 30 years, this record is password protected and is only accessible by employees of the RTO. All students have the right to access their record of participation and progress within a timely manner. In order for a student to access their records they are required to submit a request in writing to the RTO. If the student wishes to provide a third party with access to their records, they should state this in their formal request in writing. The RTO will provide, within 48 hours of receiving the written request, a confirmation in writing that the RTO has received a request for Access to Records and confirmation of how long it will take for the access to be granted. In no more than 5 business days the RTO will provide the student with access to their records as well as a Record of Results of the student’s participation and progress.

### 18. Credit Transfer

AQF Certifications issued by other Registered Training Organisations (RTO) are recognised by Zokal, this enables individuals to receive national recognition of their achievements.

In order to apply for a credit transfer, the student is required to complete the following steps:

1. Submit a certified copy of the authenticated VET transcript from the other RTO and highlight the units you wish to have applied to your current enrolment to [training@zokal.com.au](mailto:training@zokal.com.au)
2. Units are verified on [www.usi.gov.au](http://www.usi.gov.au), only applicable if student completed the units after 1 January 2015
3. The **RTO** will review and confirm if the student is eligible for Credit Transfer (CT). Note RTO’s are not obliged to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or RTOs.
4. If the student is eligible, the result of CT should be applied to the unit within the Student Database
5. The **RTO** to advise the student in writing of the outcome of the credit transfer application

Authenticated copies are to be certified by a Justice of the Peace or someone within the RTO can sight the originals and authenticate a copy.

### 19. Unique Student Identifier

The Unique Student Identifier (USI) scheme, enabled by the *Student Identifiers Act 2014*, allows learners to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs.

Unless exempt, the RTO must only issue a qualification or statement of attainment to a learner after:

- The learner has provided the RTO with a verified USI, or
- The RTO has applied for a USI on the students’ behalf.

A USI gives you access to your online USI account, which is made up of ten numbers and letters.

A USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016. When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone anywhere and anytime.

For more information, please refer to the following <http://usi.gov.au/Training-Organisations/Documents/FactSheet-RTO-Student-Information-for-the-USI.pdf>, a copy of the USI Fact Sheet is also accessible from the RTO head office.

#### 19.1 Security of the Student USI

The RTO will ensure the security of USIs and all related documentation for verifying the student identity, all personal information collected solely for the purpose of applying for a USI on behalf of a student will be destroyed in manner

that will keep all personal information confidential, this includes digital and hard-copy of records.

The following process is in place for ensuring the security of a student's USI:

- Only authorised personnel will have access to a student's personal information, for both hard copy and electronic records.
- All student records, including evidence collected for verifying the students record, are stored in "locked" filing cabinets within the head office.
- Strong passwords on all network-connect computers are in place, which is only accessible by authorised personnel.
- Back-up copies of the database is automatic as the Database is cloud based.

## 19.2 USI Privacy Notice

All students who do not currently have a Unique Student Identifier (USI) in place, and want the RTO to apply for a USI on their behalf, will be issued with a USI Privacy Notice. The student will be required to sign this form prior to the RTO setting up the students USI.

## 19.3 Issuance of recognised qualifications or statements of attainment

Once a USI has been collected and stored into the RTO's database, and on successful completion of training, the RTO will provide nationally recognised qualifications or statement of attainments to students.

## 20. Complaints and Appeals Policy

Staff and students have the right to submit a complaint or appeal if they wish to express discontent against another person or a complaint against the RTOs process or system. In order to ensure that complaints are dealt with in a timely manner, we have implemented a complaints and appeals process.

This policy and procedure is relevant to all grievances arising in the following areas:

Complaint – means an allegation involving the conduct of:

- Zokal Training, its trainers, assessors or other staff
- A student of Zokal Training
- A third party acting on behalf of Zokal Training

Appeal – means a request for the review of a decision in regards to:

- An assessment decision made by Zokal Training
- Exclusion from Zokal Training

### 20.1 Complaints and Appeals Process

If a student, trainer or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with Senior Management. RTO administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance.

If a Student wishes to make a formal complaint or appeal they are required to complete a Complaints and Appeals Form, which is included in the Student Handbook. Once the form has been completed, the form should be submitted to the **Compliance Manager** for actioning.

If required, the student has the right to have a third party/support person assist them through the Complaints and Appeals Process, this may be due to language barriers or simply at the students' request.

Following is the process for managing complaints and appeals:

1. A *Complaints and Appeals Form* is completed and submitted to the Compliance Manager
2. A written acknowledgement of receipt of the *Complaint and/or Appeal* will be forwarded to the complainant/appellant following receipt by the Compliance Manager within 5 business days
3. The Complaint/Appeal is investigated through a participative process, notifying and including individuals involved in the investigation ensuring that the requirements of natural justice and procedural fairness are met
4. The Compliance Manager makes a judgement within 10 working days from acknowledgment and informs the student of the outcome in writing.
5. If a solution has not been reached to the benefit of all parties the complainant/appellant has the right to request a review by an independent party, who is not part of the RTO

6. Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register
7. If the RTO determines that the complaint/appeal process cannot be finalised within 60 calendar days the Compliance Manager will:
  - a. Confirm this in writing to the complainant, including reasons why more than 60 calendar days is required
  - b. Will regularly update the complainant or appellant on the progress of the matter

*Complaints and Appeals Forms* are to be actioned by the appropriate staff member and filed into the *Complaints and Appeals Register*.

All *Complaints and Appeals Forms* are to be reviewed during the monthly Quality and Compliance Meetings and improvements are to be identified and implemented according to the Policies and Procedures of the RTO.

Should you disagree with the result of the appeal by the RTO, you can lodge a complaint to:

- National Training Complaints Hotline (<https://www.education.gov.au/NTCH>)  
Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.  
Email Complaints: <https://www.education.gov.au/email-complaints>
- Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).

There is no cost involved with lodging a complaint with Zokal.

## 21. Insurance

The RTO maintains public liability Insurance throughout its registration with adequate cover suitable for the RTO's size and scope of registration, which is generally set as \$10,000,000.

The CEO is responsible for ensuring that sufficient cover is in place to cover the usual risks associated with the operations of an RTO including coverage for training and assessment activities. Other insurances relevant to the RTO's operations may include:

- Professional indemnity, workers compensation (as required)
- Building and contents (where appropriate)

## 22. Legislative and Regulatory Requirements

When undertaking work experience, the student acknowledges that they must observe the employers Workplace Health and Safety (WHS) Policies and all workplace practices, as instructed by the employer, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all the RTO clients and students it is important that adherence to all legislative acts and regulations are observed while undertaking training.

The student acknowledges that they must observe the RTO's policies and procedures, according to State and Federal Government legislative and regulatory requirements, as set out in the Student Handbook.

### 22.1 Statutory Education Licence

Provisions under Part VB of *The Copyright Act 1968* allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education licence. The Copyright Agency Ltd (CAL) administers the Statutory Education licence on behalf of the Attorney General's Department.

Any RTO electing to rely on this licence is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this licence an educational institution is generally not allowed to reproduce any third-party material from any source, other than where there is a direct licence/subscription in place, or permission has been granted by the creator of the work.

For further details about the Statutory Education licence and/or how to apply, call CAL's education team on 02 9394 7600 or email [educationlicences@copyright.com.au](mailto:educationlicences@copyright.com.au).

### 22.2 Standards for Registered Training Organisations 2015

The Standards for Registered Training Organisations 2015 form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards set out the requirements that Zokal are required to meet in order to be an RTO.

RTOs are required to comply with these Standards and with the:

- *National Vocational Education and Training Regulator Act 2011* or equivalent legislation covering VET regulation
- VET Quality Framework

These Standards should be read in conjunction with the:

- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

All employees, including contractors, of Zokal are required to comply with the regulatory requirements of these standards across the RTO's operations and scope of registration. Compliance with the Standards includes ensuring that training products delivered by the RTO meets the requirements of training packages or VET accredited courses, and have integrity for employment and further study and ensure that the RTO operates ethically with due consideration of learners' and enterprises' needs.

### 22.3 National Vocational Education and Training Regulator Act 2011

The [National Vocational Education and Training Regulator Act](#) establishes the regulatory requirements for registration of a RTO's. The objectives of this act are to:

- Provide for national consistency in the regulation of vocational education and training (**VET**); and
- Regulate VET using:
  - a standards-based quality framework; and
  - risk assessments, where appropriate; and
- Protect and enhance:
  - quality, flexibility and innovation in VET; and
  - Australia's reputation for VET nationally and internationally; and
- Provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population; and
- Protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET; and
- to facilitate access to accurate information relating to the quality of VET.

### 22.4 Australian Qualifications Framework (AQF)

Applicants and RTOs are required to comply with the [Australian Qualifications Framework](#) (AQF), in particular when developing materials or writing Training and Assessment Strategies. The AQF is the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The AQF Handbook outlines the requirements for setting up Certificates and Testamurs

### 22.5 Data Provision Requirements 2012 (T)

The [Data Provision Requirements 2012](#) outlines the requirements for applicants and registered training organisations (RTOs) to capture and provide data to the regulatory body. The data required relates to registration and performance information, including [quality indicator data](#) and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS).

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

For a copy of the AVETMIS Standard go to <http://www.ncver.edu.au> and select Statistical Standards – VET Providers.

Note: AVETMISS is revised from time to time to maintain relevance and appropriateness. The current version can be accessed from the NCVER website. The Data Provision Requirements require relevant applicants and RTOs to show that they have adequate systems to capture and report on this data against the agreed quality indicators.

### 22.6 Privacy Protection Act 2012 & Privacy Act 1988

The Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act) made many significant changes to the Privacy Act 1988 (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014. Zokal will only use or disclose information for

the purpose for which it was collected or for a secondary purpose which the provider of the information would reasonably expect. Zokal may use or disclose personal information in circumstances related to public interest, such as law enforcement and public or individual safety. Information will only be disclosed to an unrelated third party if permission is sought and received in writing from the individual concerned first. Privacy Principles that are strictly applied to all aspects of Zokal Safety Training's operations include:

**Collection**

The RTO will only collect necessary information pertaining to one or more specific operations. The student will be informed as to the purpose for which details are being collected.

**Use and disclosure**

The RTO will ensure student personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the student, unless a prescribed exception applies.

**Data quality**

The RTO will take all reasonable measures to ensure that all students' personal information that is collected, used or disclosed is accurate, current and complete.

**Data security**

The RTO will take all reasonable measures to ensure all collected students' personal information is protected from misuse, loss or damage, and that all data and record storage is secure from unauthorised access, modification or disclosure.

**Openness**

The RTO will maintain documentation which detail how students' personal information is collected, managed and used. When a student makes an enquiry in relation to information collected, Zokal Safety Training will explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.

**Access and correction**

The RTO will allow students access to personal information held in all circumstances unless prescribed exceptions apply. If the student identifies errors within the information, Zokal Safety Training will correct and update to file.

**Unique identifiers**

The RTO will not assign students unique identifiers except when it is necessary for efficiency of operations. Commonwealth Government identifiers, such as Medicare numbers or Tax File Numbers, will only be used for the purposes of which they were issued.

**Anonymity**

The RTO will provide students the opportunity to interact with the business without requiring the student to make their identity known in any circumstances it is practical and possible to do so.

**Trans-border data flows**

The RTO privacy protection principles apply to the transfer of data throughout Australia.

**Sensitive information**

The RTO will request specific consent from a student in circumstances where it is necessary to collect sensitive information. Sensitive information may include, but is not limited to; information relating to a student's health, criminal record, racial or ethnic background

**22.7 Workplace Health and Safety Act 2011**

The RTO is committed to providing and maintaining a safe and healthy environment for the benefit of all clients, visitors and employees. The RTO monitors and maintains the appropriate Workplace Health and Safety levels and obligations under the Federal and State rules and regulations of the NSW Work Health and Safety Act 2011.

If students have any concerns or notice a condition or practice that seems unsafe, it is important that it is brought to the attention of the RTO management this generally occurs through the Trainer / Assessor.

**WHS Incident Reporting**

The Accident/Incident & Investigation Report is utilised to record injuries and incidences that occur within the RTO/workplace and must be completed whenever an injury or incident is identified. The form collects data on the incident, personal details of the person who was injured and further action to be undertaken.

In the incident of a student injury, it is the responsibility of the Trainer/Assessor to complete the form with all the



relevant details. In the incident of a staff member being injured, it is the responsibility of Administration Staff to complete the form with all the relevant details.

All staff and students are required to be safety aware and report all incidents, including an identified hazard or an injury that has occurred on the RTO premises or whilst on work placement. These should be either reported to your trainer or to the administration office at the RTO.

The following procedure should be followed when reporting an incident after the event and when the area/person has been declared safe:

1. Complete the form to the best of your abilities.
2. Submit completed copy to reception at the RTO office.
3. Reception are required to forward the form to the WHS Officer
4. Your supervisor will identify and implement any controls and forward to the WHS Coordinator.
5. WHS Coordinator to identify whether a required WHS Risk Assessment is required.
6. WHS Officer to log the "Accident/Incident & Investigation Report" into the "WHS Register" and file.
7. All incidences to be discussed at the next Quality and Compliance Meeting.
8. In the case of minor incidences an "Opportunity for Improvement" form should be completed.

### **Hazard Identification**

Everyone is responsible for identifying and reporting hazards, which includes students and employees of the RTO. If you identify a hazard, please report it to either your Compliance Manager or the administration office. You will be required to complete an Accident/Incident & Investigation Report or an Opportunity for Improvement Form.

### **22.8 Emergency Procedures**

An emergency situation may be described as an incident that has the potential to cause loss of life or serious injury to personnel, or major damage to equipment or property. An emergency situation develops suddenly and unexpectedly and requires immediate action to bring under control.

In the event of an emergency, if practical, save human life or prevent the emergency from escalating eg. remove people from the area, fight the fire with appropriate firefighting equipment or turn off services.

### **Evacuation Procedure (T&S)**

In the event of an emergency situation eg: a fire, bomb threat, gas leak etc; each employee, visitor and student is required to follow the Evacuation Procedures below.

1. Upon notification to evacuate, eg alarm or a warning from the Fire Warden, each person should:
  - a. Follow the Fire Warden or staff to the Evacuation Meeting Point
  - b. Leave the building in an orderly manner, and
  - c. Meet at the Evacuation Meeting Point indicated on the signs located around the building.
2. At the Evacuation Meeting Point please await further instructions from the Fire Warden or the Emergency Services.
3. Please do not leave the Evacuation Meeting Point until you are instructed to do so, as a roll call will be initiated to ensure that there are no employees/contractors or students left behind in the building.

### **22.9 Bullying Harassment & Discrimination**

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by Zokal Safety training, including their administrative practices and assessment processes, take into account the principles established by this legislation.

The RTO is committed to ensuring that all of its representatives, clients and participants are treated fairly and equally in their employment and training.

1. All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment.
2. Trainer/Assessors are accountable for the implementation of this policy.
3. The RTO and its representatives have a responsibility to provide an environment, which is free from any form of discrimination, harassment, insult, ridicule, and victimisation or bullying either directly or indirectly.

At Zokal Safety Training it is made known that in the event that a person considers that he or she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other Zokal Safety Training staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow Zokal Safety Training policy and procedures to rectify the situation.

All students and staff working with Zokal Safety Training have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to Zokal Safety Training policy and procedures.

Zokal Safety Training ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, Zokal Safety Training management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing of all forms of harassment and discrimination. Zokal Safety Training staff and students should be aware of the following definitions:

**Racial harassment**

Involves a person or persons being threatened, abused, insulted or taunted in relation to their race, descent, nationality, colour, language, ethnic origin or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, exclusion, allocation of least favourable jobs or positions, or unfair treatment.

**Sexual harassment**

Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome or uninvited. It may include but is not limited to; sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls, emails or other forms of non-work related communication, offensive noises, or displays of sexually graphic or suggestive material.

**Bullying**

Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period of time. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.

**Confidentiality**

Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, student assessments, managerial decisions and legal proceedings.

**Discrimination**

Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. All forms of victimisation are also treated as a type of discrimination.

**Harassment**

Involves any behaviour intended to disturb, offend or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**Personnel**

Refers to all employees and contractors of Zokal Safety Training

**Victimisation**

Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to; unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources.

Specific principles:

- It is the right of all staff and student's to work and study in an environment free of any form of harassment and discrimination.
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by Zokal Safety Training
- When Zokal Safety Training management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it
- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained
- It is the intention of Zokal Safety Training management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation
- Both the person making the complaint and the person against whom the complaint has been made will receive information, support and assistance in resolving the issue from Zokal Safety Training management
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised
- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted
- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution

### **22.10 Copyright Act 1968**

The copyright Act 1968 is an Act relating to copyright and the protection of certain performances, and for other purposes. For more information regarding the Copyright Act 1968 visit:

<https://www.legislation.gov.au/Series/C1968A00063>

Students and staff need to be aware that photocopying of text books and assessment tools may be in breach of the Copyright Act, please adhere to the copyright requirements listed within the relevant documents you wish to copy.

### **22.11 Working with Children Check**

A Working with Children Check is a prerequisite for anyone in child-related work in NSW. All training and administration staff who may come into contact with students under the age of 18 years, this includes the delivery of training and assessment, are required to complete a Working with Children Check before they are able to work with students under the age of 18.

As a Registered Training Organisation, we have adopted child-safe policies and practices to help keep students under the age of 18 safe.

### **22.12 Child Protection (Working with Children) Regulation 2013**

In accordance with the legislation for Child Protection under Child Related Work-Education, Trainers and staff need to be aware of their responsibilities as a Trainer to protect students under the age of 18, this includes staff who:

1. Work in schools or other educational institutions (other than universities) is child-related work.
2. Work providing private coaching or tuition to children is child-related work.

Please refer to the Child Safe Policy below

<http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+156+2013+cd+0+N>

## 23. Support Services List

| SUPPORT SERVICES LIST                       |   |                |  |   |
|---|---|----------------|--|---|
| Name of Organisation                        | Website   | Phone No       | Email  | Client Needs Addressed  |
| AA - Alcoholics Anonymous                   | <a href="http://www.aa.org.au">www.aa.org.au</a>  | (02) 49641555  | Available on website   | Clients who are/or have been affected by alcoholism   |
| Australia.gov.au                            | <a href="http://australia.gov.au/topics/educationandtraining/literacy-andnumeracy">http://australia.gov.au/topics/educationandtraining/literacy-andnumeracy</a>   |                |  | A website to assist clients with LLN disabilities   |
| Adult Migrant English Program               | <a href="http://industry.gov.au/skills/LiteracyAndNumeracy/AdultMigrantEnglishProgram/Pages/default.aspx">http://industry.gov.au/skills/LiteracyAndNumeracy/AdultMigrantEnglishProgram/Pages/default.aspx</a> | 1300 554 848   | AMEPInfo@industry.gov.au   | Assisting clients who have migrated to Australia and require assistance with LLN                          |
| Beyond Blue                                 | <a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>  | 13 36 77       | Available on website   | For clients who are experiencing anxiety and/or depression  |
| Black Dog Institute (Anxiety Centre)        | <a href="http://www.blackdoginstitute.org.au">www.blackdoginstitute.org.au</a>  | (02) 9382 2991 | <a href="mailto:blackdog@blackdog.org.au">blackdog@blackdog.org.au</a> | For clients who are experiencing depression, anxiety or any other mental illness.                         |
| Domestic Violence Help line                 | <a href="http://www.community.nsw.gov.au">www.community.nsw.gov.au</a>  | 1800 656 463   | Available on website   | For clients who are experiencing difficulties in the home.  |
| CEDD- Eating Disorder Help Centre           | <a href="http://www.cedd.org.au">www.cedd.org.au</a>  | (02) 8587 0200 | <a href="mailto:info@cedd.org.au">info@cedd.org.au</a>                 | To assist clients who are experiencing issues with eating disorders                                       |
| Kids Helpline                               | <a href="http://www.kidshelp.com.au">www.kidshelp.com.au</a>  | 1800 55 1800   | <a href="mailto:admin@boystown.com.au">admin@boystown.com.au</a>       | Services for assisting children or people who are concerned about a child                                 |
| Just Ask Us! Post traumatic Stress Disorder | <a href="http://www.justaskus.org.au">www.justaskus.org.au</a>  | 1800 422 899   | Available on website   | For clients who are suffering from post-traumatic stress following an event that has affected their lives |
| Precision Consultancy                       | <a href="http://www.precisionconsultancy.com.au/acs_framework/">http://www.precisionconsultancy.com.au/acs_framework/</a>   |                |  | Access to LLN assessment tasks that can be used for a variety of industries                               |
| Lifeline Australia                          | <a href="http://www.lifeline.org.au">www.lifeline.org.au</a>  | 13 11 14       | Available on website   | Clients who are dealing with hardship or require assistance with personal                                 |
| The Reading Writing Hotline                 | <a href="http://www.literacyline.edu.au/">http://www.literacyline.edu.au/</a>   | 1300 655 506   | <a href="mailto:info@literacyline.edu.au">info@literacyline.edu.au</a> | If a clients is having difficulty with reading, writing and numeracy who require training to assist them. |
| NA-Narcotics Anonymous                      | <a href="http://www.naoz.org.au">www.naoz.org.au</a>  | 0466 663 979   | <a href="mailto:info@na.org.au">info@na.org.au</a>                     | Clients who are/or have been affected by drugs  |
| NSW Rape Crisis Centre                      | <a href="http://www.nswrapecrisis.com.au">www.nswrapecrisis.com.au</a>  | (02) 4924 6333 | Available on website   | To assist clients who have been raped   |

|  |   |                |  |   |
|--|---|----------------|--|---|
| Workplace Bullying Helpline                              | <a href="http://www.workershealth.com.au">www.workershealth.com.au</a>                  | (02) 9749 7666 | <a href="mailto:crew@reachout.com.au">crew@reachout.com.au</a>                   | For clients who have been affected by bullying  |
| Suicide Helpline   | <a href="http://www.suicideline.org.au">www.suicideline.org.au</a>                      | 1300 651 251   | Available on website   | For clients who may be contemplating suicide or don't know how to help someone who has been affected            |
| Men's Helpline Australia                                 | <a href="http://www.menslineaus.org.au">www.menslineaus.org.au</a>                      | 1300 78 79 78  | <a href="mailto:talkitover@menslineaus.org.au">talkitover@menslineaus.org.au</a> | For male clients who have male related health issues  |
| Wesley Mission Aust. (Poverty Helpline)                  | <a href="http://www.wesleymission.org.au">www.wesleymission.org.au</a>                  | (02) 9263 5555 | Available on website   | For clients affected by poverty or financial issues   |
| National Council for Single Mothers & their children     | <a href="http://www.ncsmc.org.au/">http://www.ncsmc.org.au/</a>                         | (08) 8354 3856 | <a href="mailto:ncsmc@ncsmc.org.au">ncsmc@ncsmc.org.au</a>                       | Single mothers who need assistance  |
| Physical disability Australia                            | <a href="http://www.pda.org.au/">http://www.pda.org.au/</a>                             | (02) 6567 1500 | Available on website   | For clients who require assistance with their physical disability   |
| Deaf Australia Translating & Interpreting Service        | <a href="http://www.deafau.org.au">http://www.deafau.org.au</a>                         | (07) 3357 8266 | Available on website   | For assisting the trainer who might require an interpreter for clients who are deaf or have hearing impairments |
| Salvo care line  | <a href="http://salvos.org.au/salvocareline/">http://salvos.org.au/salvocareline/</a>   | 1300 36 36 22  | Available on website   | For clients who require financial assistance or emergency care  |
| Disability Advocacy Network Aust.                        | <a href="http://www.dana.org.au/">http://www.dana.org.au/</a>                           | (02) 6175 1300 | Available on website   | For clients who may require assistance with their disability  |
| National Disability Service                              | <a href="http://www.nds.org.au/">http://www.nds.org.au/</a>                             | (02) 6283 3200 | <a href="mailto:nds@nds.org.au">nds@nds.org.au</a>                               | For clients who may require assistance with their disability  |
| Vision Australia   | <a href="http://www.visionaustralia.org/">http://www.visionaustralia.org/</a>           | 1300 84 74 66  | <a href="mailto:info@visionaustralia.org">info@visionaustralia.org</a>           | For clients who require assistance due to vision impairment   |
| Community migrant resource center                        | <a href="http://www.cmrc.com.au/">http://www.cmrc.com.au/</a>                           | (02) 9687 9907 | Available on website   | For clients who may need assistance for Migration support services  |
| Family/Community Services Ageing, Disability & Home Care | <a href="http://www.adhc.nsw.gov.au/">http://www.adhc.nsw.gov.au/</a>                   | (02) 9377 6000 | <a href="mailto:servicembx@facsnsw.gov.au">servicembx@facsnsw.gov.au</a>         | Support for family, ageing, disability or home care   |
| National Disability Abuse and Neglect Hotline            | <a href="http://www.disabilityhotline.net.au/">http://www.disabilityhotline.net.au/</a> | 1800 880 052   | <a href="mailto:hotline@workfocus.com">hotline@workfocus.com</a>                 | For clients who have a disability who may have suffered abuse or neglect  |
| Department of health /Mental health                      | <a href="http://www.health.gov.au">www.health.gov.au</a>                                | (02) 6289 1555 | Available on website   | Support for students who are affected by health or mental health issues   |

# COMPLAINTS REPORT FORM



|                                  |   |              |  |
|----------------------------------|---|--------------|--|
| <b>Date of Complaint</b>         |   |              |  |
| <b>Name of Complainant</b>       |   |              |  |
| <b>Title of Complainant</b>      | Client / Trainer / Employee / Work placement Supervisor |              |  |
| <b>Contact Details</b>           |   |              |  |
| <b>Comments:</b>                 |   |              |  |
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| <b>Complainants Signature:</b>   |   | <b>Date:</b> |  |
| <b>Staff Member's Signature:</b> |   | <b>Date:</b> |  |
| <b>Copy given to complainant</b> | <b>YES / NO</b>   | <b>Date:</b> |  |

# OPPORTUNITY FOR IMPROVEMENT



|                           |  |   |
|---------------------------|--|---|
| <b>Date identified</b>    |  | <b>TYPE OF OPPORTUNITY</b><br><input type="checkbox"/> Training & Assessment<br><input type="checkbox"/> Client Services<br><input type="checkbox"/> Operations<br><br><b>IDENTIFIED THROUGH</b><br><input type="checkbox"/> Client/Employee Feedback<br><input type="checkbox"/> Internal/External Audit<br><input type="checkbox"/> Assessment Validation |
| <b>Title of OFI</b>       |  |   |
| <b>Form completed by</b>  |  |   |
| <b>Person Responsible</b> |  |   |
| <b>Relevant SNR/s</b>     |  |   |
| <b>OFI Register No</b>    |  |   |

*All Opportunities for Improvement must be entered into the OFI Register prior to creating, ensure that the OFI Register No is entered above.*

## DETAILS OF WEAKNESS

Signature:

Date:

## ACTION REQUIRED FOR IMPROVEMENT

Action taken by:

Date:

|   |          |       |
|---|----------|-------|
| Actions discussed at Quality & Compliance Meeting | YES / NO | Date: |
| Policy and Procedures updated                     | YES/NO   | Date: |
| Entered into Opportunity for Improvement Register | YES/NO   | Date: |