

All High Risk Training Pty Ltd

STUDENT HANDBOOK

AOTA

ALL HIGH RISK TRAINING PTY LTD

MAKING RTO PROVIDER NO. 91463

275 Princes Hwy, Unanderra NSW 2526

Phone 42068378 Email: admin@aota.com.au

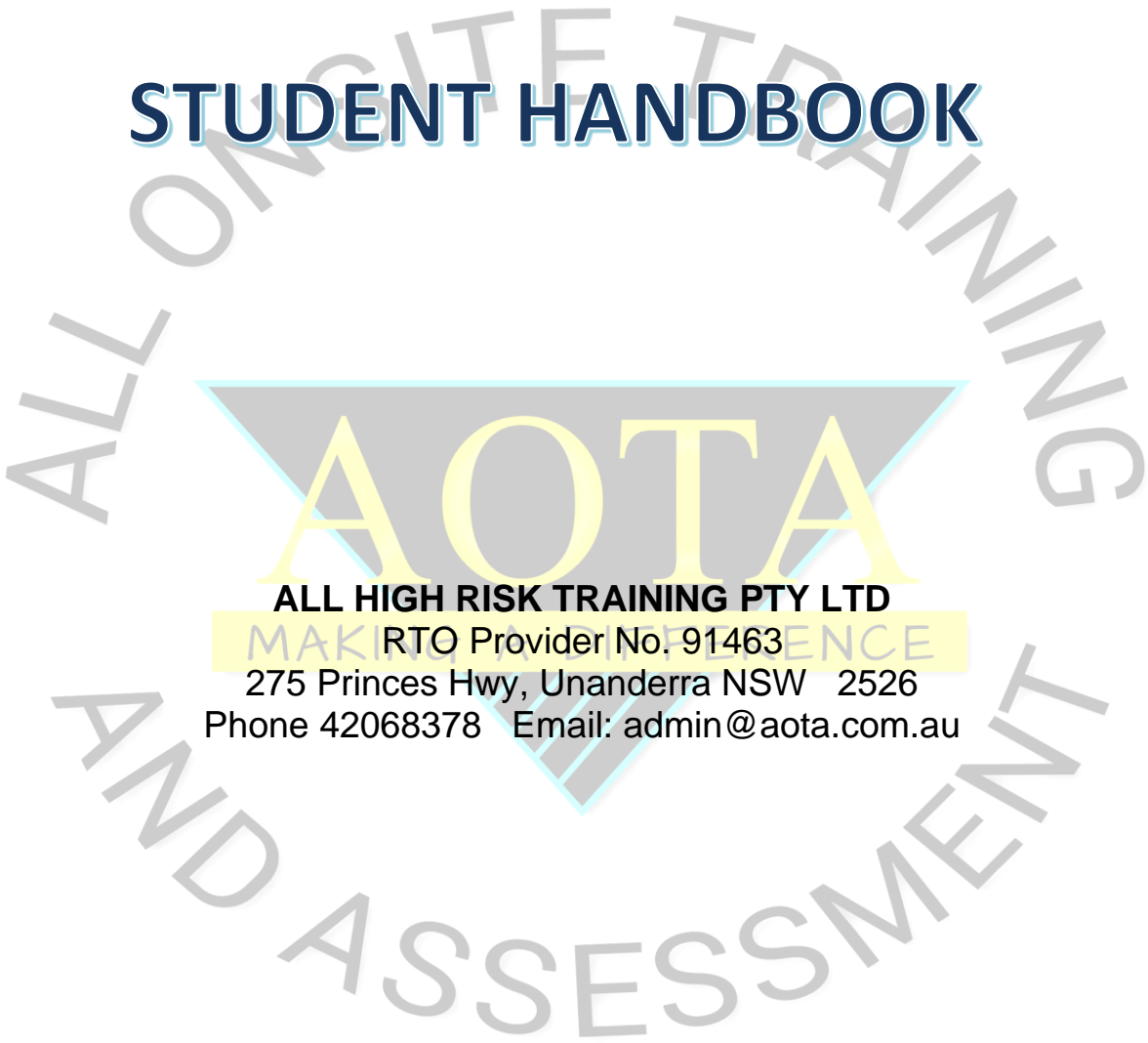


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Introduction and welcome

Welcome to All High Risk Training Pty Ltd (AHRT).

We hope you enjoy your studies with us, and that the training and assessment we provide not only meets your expectations, but also exceeds them.

This handbook is designed to help you understand how everything works at AHRT. Think of it as your key to knowing how to do things.

Keep it as a reference, and if you have any questions, looking in here may be the quickest way to find the answers. We ask you to sign the last page (student declaration) so we can ensure you have received and understand this handbook information it contains.

Company policies and procedures are summarised here in a short, easy-to-use way. However, if you would like to see the detailed versions, you are welcome to. Just ask your trainer/facilitator or go to our website: www.allonsitetraining.com.au.

We wish you every success in your studies, and remember: it is your achievement on the course and in your future career that makes it exciting for us to work at AHRT.

Sarah Brennan JP
Chief Executive Officer

Mission statement

Our mission is to provide all customers and trainees with competency based training services that are state of the art, of high quality, are cost effective and are delivered by highly skilled, professional trainers and assessors.

We excel in provision of training for operators of heavy construction and mining equipment and other related training services and are committed to improving our range and quality of onsite services to an expanding market.

Section 1 About AHRT

Company services

We deliver the following a large number of Units of Competency, drawn from the RII09 Resource and Infrastructure Industry Training Package, TL107 Transport and Logistics Training Package, CPCO8 Construction, Plumbing and Services integrated Framework Training Package and the Resources Infrastructure Industry Training Package.

Our scope is always changing so please check training.gov.au for our latest scope.

<https://training.gov.au/Organisation/Details/91463>

Is All High Risk Training Pty Ltd (AHRT) a registered training provider?

AHRT is officially a Registered Training Organisation (RTO), accredited under the provisions of the *National Vocational Education and Training Regulator Act, 2011*. Our RTO registration number is 91463.

This act defines the standards that guide nationally consistent, high-quality training and assessment services in the vocational education and training system and the requirements for registration by the Australian Quality Skills Council (ASQA).

To achieve this status, our training company has met very strict national requirements, which are specified under the Standards for Registered Training Organisations (RTOs) 2015.

These include:

- Systems and procedures to ensure high quality training outcomes
- Trainers and assessors who are qualified, experienced and skilled in their field
- Resources to teach and assess the qualifications we offer
- Qualifications that meet the requirements for Nationally Recognised Training.

Is AHRT approved to assess High Risk Work Licences?

AHRT has approval from Safe Work NSW, NT Work Safe (WA), Workplace Standards Tasmania and Workplace Health and Work Safe QLD to conduct assessments for the issue of High Risk Work licences for 13 classes of National High Risk Work.

AHRT is able to conduct its assessments in the workplace, provided there is sufficient equipment and facilities available. Alternatively, assessments may be conducted at any other suitable location, including our own premises in Russel Vale, NSW.

The NSW Roads and Maritime Services, and other state/territory equivalent bodies, to conduct, accredit AHRT:

- Heavy Vehicle Driving Instruction
- Heavy Vehicle competency based assessments and final competency assessments.

How do we meet our legislative and licencing requirements?

AHRT ensures that it complies with all relevant Commonwealth and State Legislation, regulations and licencing requirements.

Key legislation/other	Key purpose	In this handbook
<i>Workplace Health and Safety Regulation, 2011</i> and previous related legislation	Aims to prevent fatalities, injuries and illness caused by work by preventing or controlling risk. Under this law, everyone at the workplace has a duty of care for safety.	See Work health and safety
<i>Fair Work Act 2009 and the Fair Work Amendment Bill, 2013)</i>	Defines, and makes illegal, bullying in the workplace. Workplace bullying can also be a breach of health and safety laws.	See harassment, bullying and discrimination
National Standard for Licensing Persons Performing High Risk Work standards	Covers requirements for licencing of individuals to conduct defined high risk work activities	See identifying our licensing and approvals
<i>The Anti-Discrimination Act 1991</i> and related legislation covering age, disability, racial, sexual preference and gender discrimination	Laws to promote equality of opportunity for everyone, by protecting them from unfair discrimination in certain areas of activity, including education and training.	See relevant sections under Difficulties with Studies
<i>National Vocational Education and Training Regulator Act, 2011</i>	Establishes a consistent registration and accreditation framework for VET and nationally agreed standards for registered training organisations specified under the Standards for Registered Training Organisations 2015.	Throughout this handbook
<i>Children and Young Persons Act 1998(NSW)</i> and similar in other states and territories	Aims to promote and protect the rights, interests and well-being of children	See about our Trainer and Assessors
<i>The Privacy Act, 1988</i>	Aims to protect the privacy of individuals	See privacy and access to records
<i>Competition and Consumer Act (CCA) 2010</i> <i>Australian Consumer Law (ACL) 2011</i>	Aims to promote competition and fair trading and provide for consumer protection	See fees and refunds and areas relating to your rights
<i>Copyright (Copyright Act, 1968)</i>	Protects ownership and use of certain performances, works and information	We own materials or have copyright on all training and assessment materials.

Section 2: Nationally Recognised Training

The qualifications issued by AHRT are recognised across Australia. They are a mainstream part of Australia's Vocational Education and Training (VET) system, which is explained below.

What is vocational education and training (VET)?

Vocational education and training is training for work, usually for specific industries or jobs. VET training and assessment in Australia offers many advantages.

Firstly, VET qualifications are recognised nationally, so they are recognised by employers and other training organisations. Secondly, they are based on the concept of competency based training and assessment. This means you are trained and assessed for what you can actually do, rather than only what you know.

Employers value these qualifications because they know a reliable system sits behind them and because they know you have been assessed as competent, not just in performing a task, but also in other capabilities important to them, like skills in communication, teamwork, problem solving, planning and organising, self-management and technology.

Trainees value the system also because each qualification they earn can be part of a pathway into another qualification, giving them skills for a future career.

Our trainers and assessors

Our trainers and assessors have current, relevant and lengthy experience in industry. They hold required licences and nationally recognised qualifications as operators and as trainers and assessors. They have been selected for their skills and expertise. All have undertaken Child Protection checks. All engage regularly in professional development to ensure they are offering you high quality training and assessment.

Student Management System

We utilise the services of Axcelerate to manage your student data. This program is a secure cloud-based system that contains information relevant to your course and learning outcomes. It is also a place where you can access RTO policies and procedures as well as your digital learning material. We encourage you to create an account and from there you can access a wide variety of information that is relevant to your training. It includes on line training material that will need to be completed before coming to class.

How will I be assessed?

Assessment is an evidence-based process. In other words, the assessor has to see evidence that you meet all the requirements of the qualification before you can be deemed competent. In AHRT, we mainly assess through

- Oral / Written assessments
- Observations of you doing something, eg driving, conducting risk assessments as per regulation requirements or nationally mandated assessments.
- Questions, asked orally or in writing, to gauge understanding.

AHRT follows ASQA's Principles of Assessment, they are:

Fairness -The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility -Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity - Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills is integrated with their practical application
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

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

If you are at all concerned about our assessment process please speak to your trainer or one of our staff members and we will attempt to address your concerns where possible. Our assessment instruments are all aligned with the requirements of the Unit of Competency you are training in, so we may not be able to deliver what you what entirely.

What is Recognition of Prior Learning (RPL)?

Many people learn skills and knowledge through work experience or life experience. Recognition of prior learning is a way of formally recognising these skills, and giving you credit for them.

If you believe you have skills that are relevant to your course, speak with your trainer as soon as possible. The trainer will be able to advise as to your suitability, and whether RPL is/is not allowable for any particular licence procedures. If you are eligible, you may apply to have your relevant skills and knowledge assessed through RPL. The RPL process may include you providing evidence of current competence through

- Performance, demonstration or skills test (sometimes called challenge test)
- Logbooks
- Completing a written test
- Providing originals of certificates or transcripts
- Supplying verifiable references and third party workplace reports

Your trainer can guide you through the process of applying for RPL. While AHRT will make sure that you have enough information on which to base a decision about how to apply for RPL, you will be required to pay the appropriate fees before the full process is started.

What is Credit Transfer?

Credit transfer means that if you can prove you have been granted a national qualification another NVR Registered RTO, we will accept that qualification. If relevant, your qualification or Statement of Attainment can be used to build on a further VET qualification. In AHRT, we are specialists in training and assessing for specific licencing needs, and issue Statements of Attainments on completion of our courses. These will be recognised by any other RTO and you will be given a credit into many other relevant qualifications, meaning that, over time you can build a portfolio of nationally recognised skills, that can be a pathway into a full Certificate II, III IV or higher.

Do I need to bring anything to the course?

We will supply you with all training and assessment material, including the use of equipment, machinery and a worksite.

We do expect you to bring

- Proof of identity
- Fully enclosed secure footwear
- High visibility vest (we can supply if necessary)
- Hard hat
- Sun and ear protection as necessary

What will I get at the end of my course?

After successfully being deemed competent, you will be issued with a nationally recognised Statement of Attainment. A Statement of Attainment will be recognised and understood by employers and RTOs around Australia.

Please note, we will only issue these qualifications if you **do not** owe the company any money.

There may be some additional steps, and expenses in obtaining licences, depending on the qualification and the licence you are seeking. You can read about this in the section below.

How do I get my licence?

After we have assessed you as competent, you will need to apply for a licence to your relevant State Work Health and Safety regulator (eg, in NSW this is Safe Work NSW). Your application can be lodged at any Post Office. With your application you need to include

- a statement from us as evidence of your competence
- 100 points of ID
- a fee as determined by the regulator
- a passport sized photograph of yourself

How do I get my “white card”?

When you have completed your OHS Construction Induction training and been assessed as competent, we make all the applications online to the State/Territory regulatory body for your white card to be issued. As it may take some time for the card to be issued, we will issue you with a statement as evidence for 60 days, until you receive your new card from Safe Work or its equivalent State/Territory authority.

You will not be charged any additional fees for obtaining your white card.

Section 3: Problems and supports

Our Learning Support Services

AHRT recognises that difficulties may arise for many of us as we undertake new learning.

To help maximise the learning and minimise potential problems professional assistance and support is available to those participants who feel they may need assistance.

Language, literacy and numeracy

If you believe you may experience difficulties in this area that could affect your participation or outcome of your training please indicate this in the first instance on your enrolment form, speak to your trainer or AHRT, CEO. We may ask you to complete an online literacy and numeracy test, purely to be able to identify the kind of assistance you may need. We can provide some flexibility in our assessments, such as by asking questions verbally instead of in writing, or

giving some extra support, or we may refer you to external agencies that can assist you. Before training you will be sent a link from the LLN Robot, we encourage you to complete this quiz, do not get anyone else to do it for you, as the test helps us create a learning style suited to your needs. Please don't feel embarrassed if you score low, there are many different ways people learn and we have strategies in place to assist you.

I have a disability. What can I do?

AHRT is dedicated to providing fair and equitable opportunities for all, including people with a disability. We will do what we can to ensure that people with a disability can participate in all company activities, including training and assessment, including, where possible, modifying training and assessment materials and methods appropriately.

Please note any disability on your enrolment form, and/or speak with your trainer before course commencement. Any information you give will be kept confidential. Our staff are instructed to act sensitively and with consideration at all times.

Because of the high-risk nature of some of the areas we provide training, some disabilities may affect your ability to obtain a licence. However we will make every effort to support you and try to meet your needs, and will be open with you about any restrictions that may apply.

I feel I am being discriminated against

Discrimination, whether it be comments or behaviour, unequal treatment or unequal access to opportunities and training will not be tolerated. At AHRT we do not allow discrimination on any grounds, including age, gender, disability, sex, race, cultural background, sexual orientation, area of residence, socio-economic group, employment status or any other personal characteristic that a person has little control over.

If you believe you are being discriminated against, please speak with one our trainers as soon as possible. You can elect to raise the matter through our Complaints process (see Complaints below).

I feel I am being bullied or harassed

Bullying is when a person or group repeatedly behaves unreasonably towards another person or group at work, and the behaviour creates a health and safety risk. Harassment is any behaviour that is reasonably likely to lead to humiliation, offence, intimidation or distress.

Bullying harassment or discrimination will not be tolerated.

If you feel that fellow participants or staff are discriminating against you in any way, or harassing you, speak as soon as possible to your Trainer/facilitator, the CEO or any staff member you can talk with comfortably.

We will investigate any complaints of bullying, as part of our complaints processes. Participants found to be bullying others will not be allowed to continue in the course and will not be refunded.

What is your complaints process?

You are encouraged to discuss all general complaints with our CEO, who will maintain discretion and confidentiality. If you wish, you may raise a formal complaint in writing, which will be investigated and a written response, including any actions taken, provided within five working days of the date of your complaint or appeal being submitted to our administration office by either mail, email or in person. Our administration office will supply a Complaints and Appeals Form at your request.

Please complete this Complaints and Appeals Form and return with all your supporting documents to:

Attention: Sarah Brennan
Chief Executive Officer
All High Risk Training Pty Ltd
275 Princes Hwy,
Unanderra. NSW. 2526.

Submissions by email can be directed to: Attention: CEO Sarah Brennan at:
admin@aota.com.au

Should you remain not satisfied, you have the option, depending on the nature of your complaint, to contact external authorities. These may include

- Anti-discrimination bodies
- The relevant State Ombudsman
- Consumer Rights organisations
- Australian Skills Quality Authority
- State and territory Work Health and Safety regulatory authorities (eg, Safe Work NSW)

MAKING A DIFFERENCE

Section 4: Rights and responsibilities

What rights and responsibilities can I expect?

You have the right to expect that you will

- Be treated with respect
- Receive high quality training and assessment, free from bias and discrimination
- Have your privacy respected (see below)
- To see records of your progress and assessments
- To provide feedback/complain/appeal a decision and we will investigate.

We expect you to:

- Be respectful of others
- Participate fully in activities
- Be punctual
- Remain aware, at all times of your own duty of care for work health and safety, and adhere to all safety rules (see below under Work Health and Safety)

How do I appeal an assessment decision?

If you are not satisfied with an assessment decision you have the right to formally appeal that decision. We encourage you, in the first instance to discuss your concerns with your assessor.

If, after your discussions, you feel that the outcome was not satisfactory, you may lodge your assessment appeal in writing, setting out the grounds on which you are appealing. We can provide you with a form on request. You should lodge your appeal within 7 working days of you receiving the original assessment decision.

We will review your appeal and provide you with a written decision, within 7 working days. If the appeal is not upheld, reasons will be provided.

If you are still not satisfied with the outcome then your appeal can be escalated to an external organisation.

We are member of Velg Training, Australia's leading provider of Vocational Education and Training (VET) professional development and consulting services. Velg will review appeals that are escalated due to not being able to reach a satisfactory agreement with the RTO. The external appeal needs to be lodged within 28 (twenty eight) days after receiving the LCT verdict on your internal appeal. There is a cost associated with the external appeal.

How does AHRT look after my privacy?

Your privacy is important to us. We will keep your records confidential. We collect information about you from, for example, the Student Enrolment Form.

Records of your assessment will also be kept, and we also keep records of attendance. Other people may see the evidence you submit for assessment. For example, it may be used to make decisions about consistency of assessments generally. Also, when the RTO is audited, the ASQA auditors may ask to see a sample of some student assessments. All people who see your assessment under these circumstances are obliged to maintain confidentiality.

Can I access my records of training and assessment?

You can see your records of progress at any time by asking your trainer and assessor.

You can ask for a copy of any records about you that we hold. You must also show a government-issued photo ID (eg a driving licence, passport or proof-of-age card) at the same time. This ensures that we do not show your information to the wrong person.

We are required to keep records of your qualification for 30 years. This means that, for a small fee, we can re-issue you with a replacement Statement of Attainment should you need it. Of course, we will need to see proof of your identity before supplying the replacement.

What do I need to know about fees and refunds?

You can obtain our list of fees and charges leaflet, which is available upon request.

If your fees are not up-to-date, the CEO may exclude you from class and assessment activities until they are paid. Also, qualifications, statements of attainment and transcripts will not be issued while there are any fees owing.

When you pay your fees, they are not withdrawn until you have finished the part of the program to which they apply. In this way, your fees are protected.

From time to time, it may become necessary for a student/candidate to cancel or withdraw their registration from an education or training program/course. All requests to cancel or withdraw registration must be submitted, in writing, to our CEO. The full refunds policy and requirements can be read at the end of this document in the student declaration.

Section 5: Work Health Safety and Environment

Your health and safety at AHRT, as well as the health and safety of other participants and the staff, is very important to us.

We are committed to identifying hazards and risks and implementing ways to eliminate, or control these in order to ensure your safety.

However, you also have a responsibility, under the law, to do your best to protect your own and others' safety. This means YOU being aware of risks and hazards and YOU taking the steps to reduce or minimise these. This is called your duty of care.

There are a few basic things you **MUST** know.

Do:

- Report anything dangerous to a member of staff, immediately. This includes simple things such as cables across where people walk.
- If someone is injured, even if only slightly, tell a member of staff immediately.
- Report any wet areas or spilt liquid to a member of staff – people might slip and injure themselves
- Wear/use appropriate Personal Protective Equipment (PPE) as directed at ALL times.
- Be aware of equipment being operated when you are moving about
- Operate all equipment safely and within manufacturers and workplace guidelines
- Obey all safety and warning signage
- Report any incidents of bullying you become aware of
- Familiarise yourself with emergency egress and exit points, meeting points and workplace/building signage showing these
- Note the locations of fire extinguishers, first aid stations

Don't:

- Do anything that might be dangerous.
- Lift anything heavy by yourself
- Stand in front of doors, including emergency exit doors
- Put anything in front of doors, including emergency exit doors

If you hear an alarm:

Abide by the organisations/site rules.

If you or someone else is injured:

Tell a member of staff immediately, or make sure another person tells a member of staff immediately.

Section 6: After you finish your course

We are always happy to hear about what our former students do after they complete courses, and we will always be happy for a visit from you.

It is important that you keep us up to date with your contact details. We will contact you within a year of your course completion date with a survey for you and your employer even though you completed a course appraisal at the completion of your course (if you are working in the field you trained in with us). These surveys help us a lot to improve our courses.

If you want another copy of your transcript, qualification or statement of attainment after you complete your course, you can do so at any time up to thirty years after you complete your course. Just contact us. There is a fee for this, just to cover administration costs. The fee will be as stated on the list of fees at the time you ask for the new copy.

If a future employer or educational organisation wants to verify your qualification, we are very happy to do so. Just ask them to call or email us with your details.

Section 7: Refund policy

- If AHRT is not able to deliver the course as advertised, you will be given the option of transferring remaining course fees to another course. If this cannot be provided, or you choose against this option, a full refund will be given for the part of the course we are unable to deliver.
- Cancellation, deferral, withdrawal and refund applications should be made on a Cancellation, Deferral, Withdrawal and Refund Application Form, which is available upon request.
- If you withdraw from your course (either before or during the course), refunds will be available as follows ('withdrawal' means the day the company receives notification in writing that you wish to withdraw):
 - Withdrawal more than 60 days before the course is due to begin: full refund of course fees paid
 - Withdrawal between 60 and 14 days (inclusive): 50% of course fees for the course
 - Withdrawal less than 14 days before the course begins: no refund of course fees
- Exceptions to the above may be given under compassionate circumstances, such as serious illness or serious family hardship. In such cases, you will be offered a place on a future course and course fees transferred as appropriate. If this is not possible, a full refund of course fees for the part of the course not taken may be offered, at the discretion of the CEO.
- Course fees are not transferable to another person.

- The application fee paid at your initial enrolment into the course is non-refundable. This fee is an administration fee and helps towards the cost of processing your application.
- The materials fee is refundable only if you are entitled to a refund of course fees and if all materials are returned in original (re-saleable) condition.
- Decisions about refunds, and refund payments, will be completed within ten working days, and you will be provided with a written explanation.
- Any complaints related to refunds and fees will be dealt with in accordance our complaints and appeals procedures.
- This agreement, and the availability of complaints and appeals procedures, does not remove your right to take action under Australia's consumer protection laws. The company's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.

All High Risk Training Pty Ltds' Policies and Procedures

Access and equity policy and procedure

Relevant standards: ASQA 2015 Standards 2.1, 2.2, 2.4; AQTF Conditions of registration 3. This policy is also based on the Disability Standards for Education 2005, against which any changes to this policy should be checked.

Changes to this document may also affect: Access, equity and welfare services register, Complaints and appeals policy, Continuous improvement policy, Delivery and assessment policy, Pre-enrolment information, Reasonable Adjustment Record Form, Reasonable Adjustment Record File, Record Keeping and Data Management Policy, Training and Assessment Strategies

This policy covers the following areas in relation to access and equity:

1. Preamble
2. Legislation
3. General information
4. Disabilities and reasonable adjustment
5. Language, literacy and numeracy (LL&N)
6. Pre-enrolment information
7. Enrolment and participation
8. Program development
9. Avoidance of victimisation, harassment and discrimination
10. Confidentiality
11. Continuous improvement of this policy and procedure

Notes

It is important that this policy is read in conjunction with the policy/procedure for the specific areas you are involved with. For example, the section about Pre-enrolment information should be read in conjunction with the Student Recruitment and Enrolment Policy.

1. Preamble

Following is the definition of access and equity provided in the *AQTF 2015: Users' Guide to the Essential Standards* (available at www.training.com.au):

Policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that an RTO has to accept anyone as a client.

According to the *Disability Standards for Education 2015* (hereafter known as the DSE 2015, and available in the teachers' area or, at the time of writing, at¹ http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm):

An education provider is required to make any decisions about admission, enrolment or participation on the basis that reasonable adjustments will be made where necessary so that the student with a disability is treated on the same basis as a student without the disability. However, a provider is required only to make a 'reasonable adjustment'. An adjustment is not mandatory if it would cause 'unjustifiable hardship' to the provider.

All High Risk Training Pty Ltd is committed to providing equitable access to its services wherever practicable and taking into account the resources available. Making provisions for access and equity is seen as good business sense in that it increases the range of potential clients. All High Risk Training Pty Ltd will provide a supportive environment in which all clients are treated with dignity, no matter what their personal circumstances.

2. Legislation

All High Risk Training Pty Ltd complies with the following Commonwealth and State anti-discrimination legislation and standards:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 2013
- NSW Anti-Discrimination Act 1977
- NSW Disability Services Act 1993

3. General Information

- For specific information about access and equity on a particular program, please see the training and assessment strategy for that program.
- All applicants will be interviewed as part of the application process, and this interview will cover access and equity issues (see Student Recruitment and Enrolment Policy). If an applicant or potential applicant has further questions about access and equity, they should in the first instance speak with the receptionist.
- Current clients with access and equity questions should speak first with their trainer, who should liaise with the CEO over the matter.
- Staff members with access and equity questions should speak with their supervisor.

¹ This is likely to move to the DEEWR website in the near future,

- The Principal has ultimately responsible for access and equity provisions (DSE 2005).
- Complaints and appeals in relation to access and equity issues, especially those related to discrimination, will be taken very seriously and dealt with in accordance with the Complaints and Appeals policy. Where a complaint refers to a breach of the DSE 2005, the complainant has the right to complain to the Human Rights and Equal Opportunity Commission (HREOC).
- All processes must at all times respect the dignity and privacy of the disabled person and their associates. Patronising language, attitude or actions should be avoided.

4. Disabilities and reasonable adjustment

- It is important that anyone with a disability is able to apply to the institution and participate in activities on the same basis as someone without the disability. 'On the same basis', as per section 2 of the DSE 2005, means having "opportunities and choices ... that are comparable with those offered to students without disabilities". This may be achieved through reasonable adjustment.
- The DSE 2005 (plus guidance notes), page 44, defines *adjustment* and *reasonable adjustment* as follows:

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.
- Anyone making judgements about whether an adjustment is reasonable should first make themselves familiar with the DSE 2005.
- Reasonable adjustments may be made to any:
 - Processes the candidate has to go through prior to or during enrolment, including assessing whether the candidate meets entry criteria.
 - Processes that allow participation in training, support services or any other services provided by the organisation
 - Assessment during the course
 - RPL
- Adjustments are not reasonable where they result in an imbalance between the needs of the disabled person and the institution, its staff, students or any other person or people. This may include adjustments involving significant expenditure or disruptions to the normal running of the institution. The Principal is ultimately responsible for deciding that an adjustment is not reasonable, as well as for making decisions about unjustifiable hardship (Part 10 of the DSE 2005), though it is expected that others will do most of the information gathering. Records of the reason for all such decisions are to be kept in the Reasonable Adjustment Record File, and may be used to defend such a decision in the event of an appeal.
- Adjustments to assessments are not reasonable where they might compromise the outcomes required by the training package. In other words, even where adjustments are applied, assessments must still follow the requirements of the training package, the performance criteria must still be met, as must the principles of assessment and the rules of evidence.
- Reasonable adjustments may also apply to staff. For example, a partially-sighted staff member may be given access to a large-print version of the policy and procedure manual.

5. Language, Literacy and Numeracy (LL&N)

- LL&N needs may be identified through:
 - A potential applicant or associate mentioning or enquiring about this prior to or during the enrolment process

- Staff noticing difficulties with filling in the application form, reading pre-course information etc
- Staff, including trainers, noticing difficulties with writing, reading or numeracy during the program
- Reasonable adjustment can be made for LL&N needs using the same process mentioned above. In some cases, after consultation, it may be appropriate to advise the client to seek LL&N support elsewhere. If this is the case, All High Risk Training Pty Ltd is happy to make enquiries on the client's behalf.
- If sufficient numbers of clients are found to have LL&N needs, a specialist trainer may be engaged to provide support directed specifically at the needs of the clients. Any charges for this will be at the Principal's discretion.

6. Pre-enrolment information

- This must also follow the Student Recruitment and Enrolment Policy, and:
 - Include information about access and equity, as well as information about the facilities, location etc of the training, in order to enable people with disabilities to make an informed choice about their ability to participate in the program.
 - Be made available within five working days of a request in the following formats:
 - Printed in a larger font size
 - Read out loud to the potential client (this can be covered in the pre-enrolment interview)
 - Other formats at the discretion of the Principal, with regard to the resources of the institution

7. Enrolment and participation

“Participation” covers any services provided by All High Risk Training Pty Ltd, including learning/assessment activities, extra-curricular activities, social activities, and support services.

- Enrolment criteria will be the same for all prospective clients, irrespective of any disability or other circumstance, and will only apply in areas directly related to ability to undertake the training and achieve the relevant vocational outcomes.
- Enrolment processes should be sufficiently flexible to accommodate people with disabilities. Every effort should be made to ensure that processes are accessible and transparent.
- In the event a staff member becomes aware that a potential applicant has a disability, the following procedure should be followed (based on the Disability Standards for Education 2005):
 1. The applicant or their associate (eg parent, carer, spouse) is consulted about whether the disability may affect their ability to enrol or participate. Ideally, this consultation would involve the CEO. It may also include external experts in the particular disability (if such people are consulted, their details should be added to the Access, Equity and Welfare Services Register).
 2. The CEO decides, in the light of the consultation, whether adjustments to the selection procedure or training/assessment are necessary to ensure that the prospective trainee can apply for enrolment, and take part in training and other services, on the same basis as a prospective student without any disability. Consideration should also be given to whether other reasonable adjustments could be applied with the same benefit to the client but causing less disruption and/or intrusion, and to whether there is a need for any specialised support services.

3. If an adjustment is found to be necessary, the CEO then decides, in consultation with the applicant, their associate or other professional familiar with the disability, exactly what the adjustment will be.
 4. Where the adjustment can be made without significant cost or with minimal effect on the normal operations of the college, it should be deemed reasonable and implemented without further ado. Otherwise, for example in the event of a need to purchase extra equipment, the Principal will make the decision. Consideration could also be given as to whether it is more beneficial for the applicant to apply to a different institution which already has facilities, resources and experience in dealing with the particular disability. Any decision should be made, and the client informed in writing, with reasons, within two weeks of the application date wherever possible. If consultation means that the process may take more than two weeks, the client should be given a reasonable estimate of the duration of the process at the earliest possible opportunity. Any notification that reasonable adjustment is not to be available should include information about how to appeal.
 5. Upon acceptance of the application, the Manager informs all trainers/assessors who may deal with the person concerned, and any other staff members for whom the information will be useful, about the needs, including reasonable adjustment, of the client.
 6. If it is likely that learning/assessment materials will need adapting, this is done in advance, or at least in time frames that do not disadvantage the client.
 7. The adjustment may need to be changed during the client's enrolment due to changes in the disability, increasing knowledge of how to deal with it, and changed circumstances. Changes to adjustments should be made through a similar process to the pre-enrolment process, outlined above, including consultation with the client and/or associate. The Manager will be available for consultation with trainers/assessors during this process. Where the adjustment may involve additional cost, the manager should be consulted.
- Records are kept in the student's file of all adjustments made, and the reasons for it. Copies of the records are also kept in the Reasonable Adjustment Record File, for reference in future cases to ensure that the client can participate on the same basis as people without the disability, some or all of the following measures may be taken:
 - The program, including all assessments, activities and support services, should be sufficiently flexible to accommodate people with disabilities. Details about such flexibility can be found in the Training and Assessment Strategy for each program, and the Delivery and Assessment Policy should be followed.
 - Additional support is provided where necessary (providers should be added to the Access, Equity and Welfare Services Register).
 - For any activities in which the disabled person cannot participate, an alternative activity is provided which assists in achieving the same aim.
 - Extra-curricular activities, wherever realistic, are designed to include participants with disabilities.
 - Equipment to assist disabled clients is acquired.
 - Staff receive professional development in the area of disability awareness and support
 - As part of the continuous improvement program, reviews of programs and services should cover access and equity at least once every year.
 - Clients for whom adjustments are made are surveyed about these adjustments.
 - Where any necessary adjustment would not be reasonable, or it would cause undue hardship to the institution, its current students or any other party, or one of the exemptions in the Disability Standards for Education 2005 applies (see Part 9 of those standards), All High Risk Training Pty Ltd will provide assistance in finding alternative training. Examples

include where a client requires specialised modifications to be made to equipment that are beyond the RTO's reasonable ability to afford, or where disabled access is required to premises that the RTO is unable to modify. Through this research, any RTOs able to provide courses where All High Risk Training Pty Ltd cannot will be entered into the Access, Equity and Welfare Services Register. The reasons that the RTO cannot provide the adjustment should also be documented and filed in the Reasonable Adjustment Record File.

8. Program development

Please read in conjunction with the Delivery and Assessment Policy.

- As mentioned above, programs should be designed to be flexible enough to cater for the needs of people with disabilities, and to allow enrolment and participation on the same basis as people without the disability.
- If it is anticipated that the program may attract people with particular disabilities, it is recommended that associations of or for people with such disabilities be consulted during the program development phase. It should be noted that such consultation could increase the potential client base.
- Consideration should be given to:
 - Teaching, learning and assessment materials (including format) and activities
 - Assessment requirements
 - Delivery modes
 - Provision of support, including preliminary courses, training in disability-specific skills, use of specialist trainers or other support services
 - Provision for assistance with out-of-classroom activities such as workplace training and site visits
 - Whether support such as the following is feasible: wheelchair, hearing aid, interpreter, an assistant or carer to read or sign, other associated of the client, a guide dog, medical equipment such as breathing apparatus.
 - Specialised equipment
 - Substitute activities that allow disabled clients to achieve the same outcomes as those without the disability
 - Physical access to premises
- Provisions for such flexibility should be documented in the Training and Assessment Strategy for the program and fully communicated to staff through the usual information dissemination processes.

9. Avoidance of victimisation, harassment and discrimination

- All High Risk Training Pty Ltd endeavours to avoid victimisation and harassment of staff and clients. Harassment can be any behaviour which is reasonably likely to lead to humiliation, offence, intimidation or distress (see DSE2005, part 8.1). Harassment is viewed by All High Risk Training Pty Ltd as particularly serious if it is in relation to disability, age, gender, cultural or ethnic background, sexual orientation, English language ability, literacy or numeracy level, unemployment, previous imprisonment or any other personal characteristic that a person has little control over.
- It is important to generate the right atmosphere. Staff should act in the same positive, cheerful manner to all clients and their associates no matter their circumstances, culture, social background, gender, age, religion, sexual orientation, language skills, or any other area.
- The company will ensure that staff and students are informed about their rights and responsibilities in respect to victimisation, harassment and discrimination during orientation, and reminded about these matters at intervals determined by management, though staff meetings, memos, notice-board reminders and emails. Professional

development may include such matters, including techniques for detecting and dealing with harassment (DSE2005, part 8.5).

- Comments or actions by either staff or trainees which may cause offence will not be tolerated. Staff should counsel (or refer for counselling, as appropriate) any student making or performing such comments or actions. Similarly, managers should counsel any staff member making or performing such comments or actions, and other staff members should report such comments or actions to their supervisor. Such comments or actions, where serious or repeated, will be considered gross misconduct and thus can lead to summary dismissal or expulsion, at the discretion of the Principal.

10. Confidentiality

The Reasonable Adjustment Record File, Complaints and Appeals Register, and any other document containing information about a person's disability should be kept in a secure location to prevent unauthorised access. Please see Record Keeping and Data Management Policy

11. Continuous Improvement of this policy and procedure

- **This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.**
- **Continuous improvement may include data from:**
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff
 - Feedback from students regarding access and equity provisions.
 - Complaints and appeals register
- **Records of continuous improvement will include:**
 - Archived survey forms and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document.

References

Department of Education, Science and Training (2005) *Disability Standards for Education 2005 plus Guidance Notes*. Canberra: DEST

Department of Education, Science and Training (2005) *AQTF 2015: Users' Guide to the Essential Standards*. Canberra: DEST

Appeals and Complaints Policy and procedure

Relevant standards: ASQA 2015 Standards 2.2, 2.6; National Code of Good Practice for Responding to Complaints about Vocational Education and Training Quality

Changes to this document may also affect: Access and Equity Policy, Appeals/Complaints form, Appeals/Complaints Register, Delivery and Assessment Policy, Marketing material

This policy covers the following areas:

1. Appeals and complaints policy
2. Appeals and complaints procedure
3. Continuous improvement of this policy and procedure

Note:

- Appeals here include appeals against decisions made by DTC, including appeals against decisions made as an attempt to resolve a complaint. For assessment appeals, please see the Delivery and Assessment Policy.
- At the time of preparing this policy, the National Code of Good Practice for Responding to Complaints about Vocational Education and Training Quality was available from http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/national_complaints_code.htm

1. Appeals and complaints policy

- Complaints and appeals against decisions of the institution may be made by staff or students.
- This policy aims to ensure that (a) any appeals and complaints are resolved in a constructive manner with a minimum of bad feeling; (b) students feel satisfied that there is a process in place to deal with any appeals or complaints and that any appeals or complaints are handled satisfactorily; (c) an environment of fairness and trust is maintained; (d) the root causes of any complaints are identified and addressed to allow for continuous improvement and to avoid recurrence of the complaint.
- Before instituting an appeal or making a complaint, where reasonable it is preferred that the person or people concerned attempt resolution through discussion.
- Any complaints involving allegations of discrimination, harassment or victimisation will be taken particularly seriously, and could lead to expulsion (if a trainee) or dismissal (if an employee).
- Complaints and appeals will be viewed as a constructive contribution to continuous improvement of the institution's operations. Where the appeal or complaint results in discovery of a weakness in the RTOs operations, policies and procedures should change as a result.
- Details of the person appealing or making any complaints will be kept confidential. They will not intentionally be communicated to other students or people outside the organisation except in the case of government agencies and departments requesting the information or performing an audit.
- Complaints and appeals may be lodged anonymously, and can be made on behalf of a student by friends, family or other organisations.
- There will be no charge for making a complaint or lodging an appeal
- The Appeals and Complaints policy will be made known to prospective students through the marketing material. It is the Marketing Manager's responsibility to ensure that this happens. New students and staff will be reminded of this policy during orientation, and a summary of this policy will be freely available in the Student Handbook and the Staff Policy and Procedure Manual.
- Any document relating to a complaint or appeal should be kept in a secure location to prevent unauthorised access. Please see Record Keeping and Data Management Policy.
- Appeals other than appeals against assessment decisions can be made up to one year after the decision being appealed against, or later at the discretion of the Principal (assessment appeals have a different time frame, as specified in the Delivery and Assessment Policy). Records must be kept to allow sufficient investigation for appeal purposes during this period of time.
- Principles of fairness will be exercised throughout the complaint/appeals process:

- There is to be no discrimination as a result of making a complaint
- Complaints and appeal processes are to be transparent, equitable, objective and unbiased; principles of natural justice and procedural fairness are to be upheld at all times
- The process must be accessible to all; thus, all staff need to be aware that people with limited English proficiency, special needs etc may need extra assistance with the complaints/appeals process.
- This agreement does not remove a student's right to take further action under Australia's consumer protection laws. The registered provider's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.

2. Appeals and complaints procedure

1. Before a student makes an appeal or complaint, where appropriate the student concerned should discuss the matter with their teacher, the CEO, the Student Services Manager or the Marketing Manager, as appropriate. If it is a staff member making the complaint or appeal, the matter should be discussed with the staff member's manager or the CEO/Principal, where reasonable to do so.
2. If the matter is not resolved at step 1, the preferred way to formally make a complaint or lodge an appeal is by completing and lodging an Appeals/Complaints form. This can be obtained from reception. However, complaints and appeals may also be lodged by email, telephone or in person.
3. The form is handed to the receptionist who passes it to the CEO/Principal at the earliest possible opportunity, or it can be handed directly to the CEO/Principal. It may be delivered in a sealed envelope clearly marked "To the Principal—Urgent" and with the date, to preserve confidentiality.
4. The matter is entered into the Appeals/Complaints Register. The purpose of this register is to (a) make it easier to check whether there's a pattern to the complaints and appeals, or (b) facilitate continuous improvement and auditing of complaints and appeals handling.
5. The complainant/appellant is sent written acknowledgement of receipt of the complaint/appeal within ten working days of the date of the complaint/appeal (much sooner wherever possible), except in the case of anonymous complaints. This written acknowledgement will also state a time period in which it is expected the matter will be considered.
6. The CEO/Principal or head of the relevant department is responsible for dealing with the complaint/appeal. Complaint/appeal handling may also involve meeting(s) with the person making the complaint/appeal in order to gather more information or to negotiate a solution. The person making the complaint is entitled to bring another party to the discussion.
7. The matter may be considered at the next Management Meeting. Any part of a complaint/appeal that involves appealing against an assessment decision should follow the section of the Delivery and Assessment Policy dealing with appeals.
8. The person making the appeal/complaint is informed about the outcome in writing within the time period mentioned in the written acknowledgement of receipt of the complaint/appeal. The written information should clearly state the outcome and the reasons for it, and may be supplemented with a discussion with the students. It will also contain information about how to appeal against the decision.
9. An independent arbiter may be engaged if requested by the person making the complaint, who should be informed that the unsuccessful party to the appeal or complaint bears any cost of the independent arbiter. Either party will have opportunity to veto the choice of arbiter if lack of independence is suspected.

10. The Appeals/Complaints Register entry is updated to show the outcome, as well as any further appeal.
11. In the case of a student who makes a complaint not being satisfied with the outcome, the student can appeal to an outside organisation, such as:

A.S.Q.A (Australian Skills Quality Authority)

GPO Box 9928

MELBOURNE. VIC. 3001

Tel: 1300 701 801

or:

National Training Complaints Hotline

www.education.gov.au

Tel: 13 38 73

If the complaint or appeal involves an alleged contravention of the Disability Standards for Education, the matter can be taken to the Human Rights and Equal Opportunities Commission (HREOC):

Director,

Complaint Handling

Human Rights and Equal Opportunity Commission

GPO Box 5218

Sydney NSW 2001

www.hreoc.gov.au and click on 'lodge a complaint'

- Staff members not satisfied with the outcome of a complaint may be able to use other channels, such as their union if they are a member.
12. Where relevant, changes are made to institutional systems to avoid further occurrences of the matter that gave rise to the complaint. Please see the Continuous Improvement policy for the process. Care should be taken to ensure that such changes don't give rise to situations where a vociferous minority carries influence that adversely affects the majority. The CEO/Principal is responsible for ensuring balanced outcomes appropriate to all, and will check that the improvement is in place and is working after an appropriate period of time.
 13. At the discretion of the manager in charge of handling the complaint/appeal, the complainant/appellant may be asked for feedback on how their complaint or appeal was dealt with.

3. Continuous Improvement of this policy and procedure

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.
- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff, especially during the complaints and appeals process itself.
 - Feedback from students regarding the complaints and appeals process, eg on Appeals/Complaints Feedback Forms.
 - Complaints and appeals register
- Records of continuous improvement will include:
 - Archived survey forms and summaries thereof

- Minutes of meetings where continuous improvement is discussed
- Version change information at the end of this document
- Archived previous versions of this document

Educational Support Services Policy

The purpose of this policy is to ensure that All High Risk Trainings' Assessors, Trainers', staff and management are aware of the services available to assist all course applicants who require further assistance in areas such as but is not limited too;

- Disability
- Crisis
- Language Literacy Numeracy
- Financial

All High Risk Training Pty Ltd is committed to provide current authentic support services to all students who require additional assistance without prejudice within a close proximity to their residence. All High Risk Trainings' trainers' assessors' and staff will research and provide educational support services contact information for any student who requires assistance as a part of their course.

Procedure:

As part of our RTO's Continuous Improvement Educational Support Services our Trainers, Assessors, staff and management include Education Support Services on the Agenda of our RTO's monthly Tool Box Meetings' to keep staff, trainers and educators informed of changes, new educational support services that become available that can assist our applicants.

- Disability Service Australia TEL: 1300 372 121
- Vocational Education Student Support Services – Stride Learning TEL: 1300 764 828.
- NSW Crisis Accommodation Support: 1800 152 152
- Southern Youth and Family Services – Family Support Services
471 Crown St, Wollongong PH 02 42 28 1946 (Open 24hrs)
- Language, Literacy & Numeracy Support Service – All High Risk Training Pty Ltd
Internal Support Trainers TEL: 0419 243 676 Sarah Brennan.

Privacy Policy

Privacy

All High Risk Training Pty Ltd treats the privacy of our students very seriously and we will comply with all legislative requirements. This includes the Privacy Act 1988 and Australian Privacy Principles (2014)

In some cases as required by law and as required by the NVR Standards we will need to make your information available to others. In all other cases we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that All High Risk Training Pty Ltd entities manage personal information in an open and transparent way.

Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves, or of using a pseudonym, when dealing with All High Risk Training Pty Ltd in relation to a particular matter.

Principle 3 – Collection of solicited Personal Information. All High Risk Training Pty Ltd must not collect personal information (other than sensitive information) unless the information is reasonably necessary for All High Risk Training Pty Ltd business purposes.

Principle 4 – Dealing with unsolicited personal information. If All High Risk Training Pty Ltd receives personal information, All High Risk Training Pty Ltd must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.

Principle 5 – Notification of the collection of personal information. Requires All High Risk Training Pty Ltd to notify our clients, staff and students of any additional information that we collect about them, and further advise them of how we will deal with and manage this information.

Principle 6 – Use or disclosure of personal information. The information that All High Risk Training & Assessment holds on an individual that was collected for a particular purpose, All High Risk Training Pty Ltd must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As All High Risk Training Pty Ltd holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

Principle 8 – Cross Border disclosure of personal information. Where All High Risk Training & Assessment discloses personal information about an individual to an overseas recipient, All High Risk Training Pty Ltd must take such steps as are reasonable in the circumstances to ensure that the overseas recipient does not breach the Australian Privacy Principles.

Principle 9 – Adoption, use or disclosure of government related identifiers. All High Risk Training & Assessment must not adopt a government related identifier of an individual as its own identifier of the individual except when using identification codes or numbers issued by either the State based regulators, or the department of Innovation with regard to the Unique Participant Identifier.

Principle 10 – Quality of personal information. All High Risk Training Pty Ltd must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that All High Risk Training Pty Ltd collects is accurate, up to date and complete.

Principle 11 – Security of personal information. If an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.

Principle 12 – Access to personal information. As All High Risk Training & Assessment holds personal information about an individuals, All High Risk Training Pty Ltd must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As High Risk Training Pty Ltd holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant or misleading; or the individual requests the entity to correct the information; All High Risk Training Pty Ltd must take such steps as are reasonable in the circumstances to correct that information.

Records, data management and information dissemination policies and procedures

Relevant standards: ASQA 2015 Standards 1.1, 1.5, 2.1, 2.3, 2.4, 2.5, 3.3; AQTF 2015 Conditions of Registration 2, 3, 6

Changes to this document may also affect: Equipment register, Learning and assessment materials register, Staff recruitment and induction policy and procedure, Student induction procedure, Register of intellectual property licenses., Version control register

This policy covers the following areas:

1. Version control/document authorisation policy and procedure
2. Document storage policy
Document retention schedule
3. Computer Backup Schedule
4. Privacy and access to records policy
5. Information Dissemination Policy (internal)
6. Information Dissemination Policy (external)
7. Monitoring accuracy or records
8. Continuous improvement of these policies and procedures

1. Version control/document authorisation policy and procedure

- All Policy/Procedures and forms have a version number in the title, document name (on computer) and footer.
- Policy/Procedures have at the bottom (a) a version control table showing date of updates and what that update was; (b) job title of the person responsible for the policy, and (c) signature of the CEO
- When it is decided to update a document (policy, procedure or form), for example at a meeting where continuous improvement is discussed, the person listed at the end of the policy/procedure (or, in the case of forms, the person listed on the policy/procedure that the form is associated with), is responsible for the update, and increments the version number by 0.1 for a minor change, or to the next whole number for a major change (eg v2.3 to v3.0).
- Once the form has been updated, the CEO/Principal reviews and signs it.
- The CEO/Registrar ensures that:
 - a. The new version is entered on to the Version Control Register
 - b. The old hard copy version is moved to archive and replaced with the new in the Policy and Procedure Master File (in the teachers' area) or Forms Master File (at reception)
 - c. On the server, the old version is moved to an archive folder and replaced with the new version, which has the new version number in its file name
 - d. The Staff Handbook and Student Handbook are updated if appropriate

- e. All staff members affected are informed of the change by email or at a meeting, and
- f. If students are affected, they are informed either by announcements in class or by email, as appropriate.

2. Document storage policy

Documents are of four types: Policy/Procedure, Form, Record and Learning/Assessment Material (records can include completed forms or data obtain from completed forms, records of assessment, etc).

- Policy/Procedures and blank forms are kept in hard copy and on a computer designated as the server in a folder structure determined by the CEO. The CEO is responsible for filing system and the backup schedule (see below).
- Previous versions of all policies/procedures, blank forms and learning/assessment material are archived systematically (a) in a filing cabinet and (b) electronically, in a way that is easily accessible for example at audit.
- Details of teaching and learning materials are kept in the Learning and Assessment Materials Register.
- Details of equipment are kept in the Equipment Register.
- Documents may be stored offsite provided that (a) they do not relate to current students, (b) they can be made available within the institution within two working days, (c) the storage location is not located in an area that may be affected by flood or bush fire or has previously been affected by these, and (d) steps are taken to ensure that documents may not be affected by mould, vermin or other pests.
- If records are kept electronically, it is the Registrar’s responsibility to ensure that they can be accessed at any time during the period for which they must be kept. This may mean changing the file format. There is no guarantee that, for example, software to open Microsoft Word documents will be available 30 years from now, just like it is now difficult to open documents from some word processors that were common just 15 years ago.
- When updating this policy, checks will be made that the specific requirements of ASQA are adhered to, as well as those of the AQTF
- Add the procedure for transferring assessment records to the ASQA in the event of cessation of operations. These are usually specified on the ASQA website. For example, the following applies in WA:
 “If for any reason All High Risk Training Pty Ltd ceases to operate, the Manager will contact ASQA to make arrangements to transfer all student records to ASQA, and for all current students to receive copies of their results to date, if they have not previously been provided. This must be done within 10 working days. Within 20 working days of ceasing operations, all assessment records required by ASQA must have been transferred to ASQA in a format agreed by ASQA and that ASQA can read without purchasing extra software. Information and documents will be transferred in a systematic and orderly manner. The provisions in this section are specified by ASQA.”
- Documents will be retained for the periods of time listed in the table below

Document retention schedule

<i>Document types</i>	<i>To be kept for at least:</i>
<ul style="list-style-type: none"> • All assessment material which may be of use in an assessment appeal 	As specified in the Appeals and Complaints Policy (currently four weeks)

<ul style="list-style-type: none"> • Attendance rolls (where kept) • Previous versions of policies, procedures, forms, training & assessment strategies and assessment tools • Financial records² • Examples of student work as required for moderation (see the Delivery and Assessment Policy) • Assessment results, including RPL (including results of each unit of competency for each student, and dates) • Any other document that may be required to demonstrate AQTF compliance or continuous improvement • Staff records, including qualifications and professional development 	<p>6 years³</p>
<ul style="list-style-type: none"> • Copies of all qualifications, statements of attainment and transcripts issued • Dates on which competency in each unit of competency was achieved 	<p>30 years</p>

3. Computer backup schedule

The CEO is responsible for backups. Backups are made to two external hard drives which are taken off site on alternate days, as detailed below:

All documents stored on the server are backed up according to the following schedule:

Folder of current documents: daily at 9am, 12pm and 4.45pm to an external hard drive

Folder of archived documents: Fridays at 4pm

The external hard drive is taken home each day by the CEO.

The next morning the CEO brings back the second hard drive, onto which the day's backups are made.

This process is repeated.

There is also a cloud based backup, Synology, that occurs on a weekly basis.

4. Privacy and access to records policy

- Any records containing personal information (including completed forms, CVs etc) MUST be kept confidential, as must assessment marking guides and any written test papers. Personal information must not be disclosed to anyone except where the person who is the subject of the information has given permission. Note that students of the institution have given permission for information to “be used for internal administration, training and assessment related purposes by employees and contractors of the All High Risk Training Pty Ltd” by signing the application form. They have also agreed that such information “may be supplied to state and commonwealth government departments and agencies when requested and/or as required by the regulations under which All High Risk Training Pty Ltd operates”.

² This point should be checked with an accountant, as different rules apply where the document may potentially relate to a CGT event, and ATO rules may change from time to time.

³ These documents may be required at re-registration audits (which may require documents going back to the previous registration/re-registration) or by the ATO (who require documents to be kept for at least five years from the end of the relevant tax year-but check with your accountant for specific details).

- Students have the right to timely access to their records, including their participation and progress. To gain this access, they may ask their teacher. They may also ask at reception to see these or any records held about them. When doing this, they should show a government-issued photo ID if they are not known to the receptionist. The records should only be shown by someone authorised to see the student's records, such as the CEO. At busy times, an appointment may have to be made, but this should be organised as soon as possible, and within two working days of the request. Students are informed about this aspect of policy through the Student Handbook.
- Personal information should not be shown to a student by any staff member unless the student shows a government-issued photo ID at the same time (unless you know the student).
- Students who have left All High Risk Training Pty Ltd can request a replacement certificate, qualification and/or transcript by asking at reception and paying the appropriate fee.

5. Information dissemination policy (internal)

Each new staff member is fully informed of all relevant policies, systems and processes and where to find all relevant documents during their induction process (please see Staff Recruitment and Induction Policy and Procedure).

Each new student receives information about the institution's policies, systems, processes and how to use them during their orientation (please see Student Orientation Policy).

Information about changes to documents or the creation of new documents is disseminated to staff and students as per the Version Control/Document Authorisation Policy and Procedure above.

Minutes are kept of all meetings and distributed to all attendees as well as all other personal for whom the discussions and decisions are relevant.

6. Information dissemination policy (external)

Personal information will only be provided to external organisations in accordance with the privacy policy (above).

Information should be made available to any Registration/Course Accreditation Body (R/CAB), or federal or state government department when requested (the privacy policy allows this).

No staff member should provide information about All High Risk Training Pty Ltd to any other person or organisation unless the information is already in the public domain or the staff member has authorisation from the CEO Chief Executive Officer.

6. Monitoring accuracy of records

Where substantial amounts of data are dealt with, the person entering the data should ask another staff member to check. Examples of where this should occur are (but not limited to):

- Where an assessor provides a class set of assessment records for data entry
- Where qualifications, statements of attainment or transcripts are being printed

The CEO should do monthly spot checks on accuracy of data. Examples include checking hard copies of assessment results provided by assessors against the data entered onto transcripts on the computer.

The CEO will also monitor record management processes as part of the normal course of operations. If deviations from procedure or inaccuracies are identified, the CEO will speak with the person responsible. This meeting should be documented.

If any staff member notices an inaccuracy in data, this should be reported to the registrar immediately.

8. Continuous improvement of these policies and procedures

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.
- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff.
 - Complaints and appeals
- Records of continuous improvement will include:
 - Archived surveys and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document

Section 8: Student Declaration

By signing this document, I agree with the following:

- All information I provide, including the information in this form, is to the best of my knowledge true and complete.
- I will abide by the policies and procedures of the company, and will pay all fees owed (no qualifications or statements of attainment will be issued where fees are still outstanding).
- I have read and understood the Refund Policy
- The company reserves the right to accept or reject applications at its discretion.
- The company will endeavour to provide all courses advertised; however, it may cancel or change courses at its sole discretion (see refund policy about what happens to course fees).
- This agreement does not remove a student's right to take further action under Australia's consumer protection laws. The registered provider's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.
- I agree that personal information on this form and otherwise collected by AHRT may be used for internal administration, training and assessment related purposes by employees and contractors of the company, and may be supplied to state and commonwealth government departments and agencies when requested and/or as required by the regulations under which the company operates.
- In the case of RPL assessment and workplace-based delivery and assessment, I authorise personnel from AHRT to view and discuss evidence from my workplace that may contribute towards assessment, and to discuss such evidence with my employers. All such discussions will be strictly confidential.
- I agree that, after gaining qualifications, AHRT may verify information about my enrolment and assessment results when another organisation, such as a future employer, contacts AHRT to obtain this verification.

Applicant's name (Please Print)	
Applicant's signature	Date

This declaration must be signed, dated and returned to All High Risk Training Pty Ltd prior to, or on your first training day.

