



Student Handbook 2021



RTO: 91712

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INTRODUCTION

Welcome to Core Industry Training a wholly owned RTO of the Angus Knight Group. This handbook is designed to provide you with information about us, the services we provide and to guide you through your rights and responsibilities as a student and what you can and should expect from us during your time studying with us.

Before you complete your enrolment, please be sure that you have read this handbook and understood its contents. If you do not understand something or require clarification, please ask by calling or emailing us.

As a Registered Training Organisation (RTO no. 91712), we operate within the Standards for Registered Training Organisations 2015, which is legislation under the national Vocational Education and Training Regulator Act 2011 and are monitored by the Australian Skills Quality Authority (ASQA). These standards are intended to ensure that all providers deliver consistent, high quality, vocational education and training.

As part of the Angus Knight Group, our goal is to deliver superior education services enabling a range of student cohorts to gain employment across a range of industry sectors.

ACKNOWLEDGEMENT

Before you complete your enrolment, please be sure that you have read this handbook and understand its contents. If you do not understand anything, please ask us either by calling or emailing us.

By completing the enrolment process, including completing your enrolment form and paying your course fees (in full or part), you are acknowledging that you have read and understood this student handbook.

MISSION STATEMENT

At Core Industry Training our mission is to deliver quality training and assessment that meets the needs of our clients and industry.

In recognition of this mission, our objectives are:

- **People.** We strive to attract, recruit and retain talented, competent and committed people. We promote excellent performance through leadership and professional development.
- **Safety and equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment.
- **Integrity and ethics.** We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.
- **Quality committed.** We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.

- **Learner centred.** We thrive on providing training and assessment that is learner centred and which supports lifelong learning. We respect our clients and strive to attract them time after time through high quality training and assessment experiences.
- **Industry engagement.** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.

CONTACT DETAILS

Core Industry Training can be contacted via the following:

Head Office: 18 Rawlins Street
 P.O. Box 10362
 SOUTHPORT QLD 4215
 Telephone: (07) 5534 7074

TRAINING PACKAGES / COURSES

Core Industry Training delivers training within the following training packages

- Building and Construction
- Agriculture
- Foundation Skills

Each qualification has a number of units of competency which must be successfully completed to obtain the qualification. All our qualifications can be viewed at <https://training.gov.au/Organisation/Details/91712>.

We deliver training and assessment using the following methods:

- Online /Blended
- Recognition of Prior Learning
- Work Placement

All methods of training and assessment used are designed to support students to achieve competency in the units required to complete their qualification.

Some students may be eligible to complete training using the assessment only pathway (Recognition of Prior Learning).

We also offer Credit Transfer for all units of competency where a student can produce acceptable evidence of previous formal study such as a verifiable USI Transcript.

STUDENT EXPECTATIONS

Students have the right to expect Core Industry Training and their representatives to:

- provide quality training in line with current industry expectation
- provide learning resources to support their training
- respectful to all students
- inform about course content and assessment requirements

- provide information regarding any policy/procedure which may impact upon study
- hold personal information in confidence
- provide students the ability to give feedback regarding their studies, trainers, and any other aspect of their training
- have a qualification provided them within thirty days of successful completion of a course.

LEGISLATION

The Standards for Registered Training Organisations (RTOs) 2015 require that Core Industry Training complies with all applicable legislation and regulatory requirements relevant to its operations and informs all relevant persons of any changes to legislation and regulatory requirements that affect the services delivered. Some of the legislation we work under is:

Commonwealth legislation

- National Vocational Education and Training Regulator Act 2011
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Student Identifiers Act 2014
- Sex Discrimination Act 1984
- Privacy Act 1988
- Australian Privacy Principles (APPs)
- Fair Work Act 2009
- Copyright Act 1968

State legislation (NSW)

- Work Health and Safety Act 2011
- Workplace Injury Management and Workers Compensation Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Disability Services Act 1993 & Disability Services Regulation 2003
- Privacy and Personal Information Protection Act 1998
- Fair Trading Act 1987

State legislation (Vic)

- Education and Training Reform Act 2006
- Occupational Health and Safety Act 2004
- Accident Compensation (Workcover Insurance) Act 1993
- Disability Act 2006
- Fair Trading Act 1999
- Working With Children Act 2005
- Child Wellbeing and Safety Act 2005
- Charter of Human Rights and Responsibilities Act 2006

State legislation (Qld)

- Vocational Education, Training and Employment Act 2000
- Vocational Education, Training and Employment Regulation 2000
- Work Health and Safety Act 2011
- Workers' Compensation and Rehabilitation Act 2003
- Child Employment Act 2006
- Child Protection Act 1999
- Fair Trading Act 1989

A full list can be provided upon request.

Informing students of changes to legislation that affects their training

We will provide students with information on legislative and regulatory changes that affect them via the most appropriate method such as email or phone.

INSURANCE

Core Industry Training holds various insurances to protect it against loss and to protect others we interact with. We maintain currency in the following insurances:

- Worker's Compensation Insurance
- Public Liability Insurance
- Professional Indemnity Insurance

HEALTH AND SAFETY

Core Industry Training is committed to the proper management of workplace health and safety. We will provide a safe and healthy training area for our students by having a planned and systematic approach to the management of workplace health and safety.

Our objectives in training safety are to ensure that:

- Risks to health and safety are identified, assessed and, where they cannot be eliminated, effectively controlled
- Measures to control hazards and risks to health and safety are monitored and evaluated regularly

We expect students to be responsible for:

- Complying with relevant Core Industry Training health and safety policies and procedures;
- Obeying any reasonable instruction aimed at protecting their health and safety
- Using any equipment provided to protect their health and safety
- Assisting in the identification of hazards and implementation
- Reporting any incident or hazard to a representative of Core Industry Training
- Not being affected by alcohol or non-prescribed (illicit) drugs whilst undertaking study.

Safety guidelines

The following guidelines are provided as a basis for safe practice in the training and assessment environment.

- Know and observe details of emergency response and evacuation plans
- Do not undertake activities which may cause injury to self or others
- Be responsible for your own actions
- No smoking at the training and assessment facilities
- Report all potential hazards, accidents and near misses to the staff
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment
- Keep training and assessment areas neat and tidy at all times
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area; and
- Observe hygiene standards particularly in eating and bathroom areas.

Electrical equipment:

- Electrical equipment that is not working should be reported to staff.
- Electrical work should only be performed by appropriately licensed or trained personnel. Students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

Fire safety:

- Core Industry Training will communicate the procedures involved in evacuation and the location of fire equipment to students at each facility
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers.

First aid:

- Provision for first aid facilities are available where training is delivered.
- All accidents must be reported to staff.
- The accident and any aid administered must be reported and recorded by staff involved.

Computer facilities:

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- People working for long periods at computers should organise their work so as to allow a five to ten minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.

Tips

- *Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.*
- *The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.*

Lifting:

- Students are instructed not to lift anything related to the training and assessment provided by Core Industry Training unless they do so voluntarily and taking all responsibility for any injury caused.

Work and study areas:

- Always ensure that all work areas are clean and clear of clutter so as to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.

Hazard Assessment and Procedure

A hazard has the potential for harm to person/persons. This may be through injury or ill-health, damage to property, environment, or a combination of these. Sources of hazards may include equipment, the work environment, work systems and procedures.

A hazard can be categorised as follows:

- Physical e.g. noise, radiation, light, vibration;
- Chemical e.g. poisons, dusts;
- Biological e.g. viruses, plants, parasites;
- Mechanical/electrical e.g. slips, trips and falls, tools, electrical equipment;
- Psychological e.g. fatigue, violence, bullying.

Core Industry Training is committed to providing and maintaining safe and healthy workplaces for all students who may be affected by our work, with the objective of preventing work related injuries and illness.

PRIVACY POLICY

Core Industry Training collects and stores personal information on our students and industry clients. We comply with the Privacy Act 1988 (Commonwealth). This business process describes how we collect, manage, use, disclose, protect, and disposes of personal information in accordance with the thirteen Australian Privacy Principles (APPs) outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Definitions

Under the Privacy Act 1988, personal and sensitive information is defined as follows:

Personal information: "information or an opinion about an identified individual, or an individual who is reasonably identifiable:

- (a) whether the information or opinion is true or not; and
- (b) whether the information or opinion is recorded in a material form or not."

Sensitive information:

"(a) information or an opinion about an individual's:

- (i) racial or ethnic origin, or
- (ii) political opinions, or
- (iii) membership of a political association, or
- (iv) religious beliefs or affiliations, or
- (v) philosophical beliefs, or
- (vi) membership of a professional or trade association, or
- (vii) membership of a trade union, or
- (viii) sexual preferences or practices, or
- (ix) criminal record, that is also personal information; or

(b) health information about an individual; or

(c) genetic information about an individual that is not otherwise health information; or

(d) biometric information that is to be used for the purposes of automated biometric verification or biometric identification; or

(e) biometric templates"

Authority to collect and store information

Core Industry Training is an approved Registered Training Organisation by the Australian Skills Quality Authority. This registration is issued under the authority of the National Vocational Education and Training Regulator Act 2011. This legislation requires we collect personal and sensitive information from students. This is specified in the Data Provision Requirements 2011 which is one of five legislative instruments that Core Industry Training must comply with as a condition of its registration.

The data provision requirements require Core Industry Training to collect data from students in accordance with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). This is a complex information standard that defines information about who the student is, where the training is delivered and what they are studying. The Standards for Registered Training Organisations (RTOs) 2015 require Core Industry Training to retain and store this information for up to 30 years and to report training activity to government agencies in accordance with mandatory reporting requirements.

Together these requirements form a statutory obligation to collect, store and report information of any student participating in nationally accredited training. The publications referred to in this section can be accessed from the Australian Skills Quality Authority website.

Collection and use

Core Industry Training collects personal information, either directly or indirectly, that is reasonably necessary for, or directly related to its delivery of the services it offers.

Solicited information

Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day to day operation.

In addition to information collected training activity, Core Industry Training will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

Collection methods

Student personal and sensitive information as well as training activity information is prescribed by the AVETMIS Standard. This information is collected directly from our students using enrolment forms and other administrative forms. Information is retained securely within our student management system. Hard copy records are retained within our student files.

Direct marketing

Core Industry Training respects an individual's right not to receive marketing material. We conduct marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006.

All contact from Core Industry Training marketing team is initiated by the student or potential student. Contact details are only provided by individuals where they have initiated an enquiry.

Unsolicited personal information

If Core Industry Training should receive unsolicited personal information, it will be treated and managed according to the Australian Privacy Principles.

Disclosure of personal information

Core Industry Training does not disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would reasonably expect this (such as receiving communications about upcoming events), or if required by law.

We may share personal information with the Commonwealth government in accordance with Commonwealth contractual obligations. In these circumstances we will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

Access to and correction of personal information

Individuals may, subject to the exceptions prescribed by the Australian Privacy Principles, request access to and correction of their personal information where this is collected directly from individuals by Core Industry Training. Requests for access to or correction of personal information should be made in writing.

Information retention and disposal

Personal information is held in electronic and paper format:

- Information collected from student enrolment applications and survey responses is held in our Student Management System.
- Names and contact details collected during the delivery of services may be held either in electronic form or in paper documents which are locked in cupboards and filing cabinets.
- Backup copies of all electronic files held are kept in the event of system failure/loss. All backup copies of system files are secured.

Core Industry Training retains personal information as prescribed by regulating and funding bodies. Certification documentation is retained for 30 years. When personal information is no longer necessary for Core Industry Training business functions, and it is lawful to do so, we securely destroy the information.

Complaints and concerns

Complaints or concerns about Core Industry Training management of personal information should be directed in writing to the General Manager.

AUSTRALIAN PRIVACY PRINCIPLES

Core Industry Training adheres to the Australian Privacy Principles (APPs) as outlined within the Privacy Act 1988. This means that we have studied the APPs, have identified how they will be applied to business operations, and will ensure that all staff are aware of their responsibilities under them.

Students can access information about each of the privacy principles [here](#).

At all times Core Industry Training will be transparent in the matter of how information is collected and used. We will freely allow all stakeholders access to their own information and will freely explain to any interested stakeholder how information is collected, stored and used.

Please see below for how we address relevant privacy principles.

Information Security: (Principle 4)

Core Industry Training will take all reasonable steps to ensure the information collected is protected from misuse and loss, and is safe from unauthorised access, modification or disclosure. Information no longer required will be destroyed or stored securely (if storage is a requirement of other legislation, or as required by the Public Records Office). Information held in student files that are being used or are being held outside of the secure storage area will at all times be under the control of an authorised member of the staff of Core Industry Training.

Openness: (Principle 5)

Core Industry Training will provide information to all individuals about the manner in which it manages the handling of personal, sensitive and health information. This information will be available to anyone who asks for it. Core Industry Training will also provide general information to any individual who asks, regarding the sort of personal sensitive and health information it holds and for what purpose, how it collects, holds, uses and discloses that information.

Access and Correction: (Principle 6)

We will provide individuals with access to information, or the opportunity to correct information held. Under some circumstances Core Industry Training will be unable to allow correction of information that it holds, in these cases the reasons for the denial will be made clear and the individual requesting the change of information will have access to our normal complaints handling procedure.

Anonymity: (Principle 8)

Core Industry Training will allow individuals the option of not identifying themselves in their dealings with us unless identification is required by law or is practicable. It must be remembered that no educational services can be offered unless the student freely identifies themselves.

We will not allow the transfer of any personal information unless the transfer is brought about by a function of the law. This includes transfer to any bodies or individuals who live outside of Victoria. The only exception will be the transfer of information to the parents or appointed guardian of students under the age of 18.

In accordance with the Australian Privacy Principles, Core Industry Training will collect, use, maintain, release and destroy personal information provided by our students in a manner which remains consistent with t

These principles and retention requirements of its registering body. This includes all personal information, *whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from such data.*

INTERACTION WITH THE NATIONAL VET REGULATOR

The Australian Skills Quality Authority is the National VET Regulator the body established by the National Vocational Education and Training Regulator Act 2011. Core Industry Training is registered by the Australian Skills Quality Authority and therefore must comply with requirements set down by the Australian Skills Quality Authority under the VET Quality Framework. As per Standard 8 of the Standards for Registered Training Organisations (RTOs) 2015, Core Industry Training must cooperate with the VET Regulator and must be legally compliant at all times.

REPORTING OBLIGATIONS

Core Industry Training is required to maintain the capability to provide AVETMISS compliant data reports to the NCVET on an annual basis. This requirement is specified in the Data Provision Requirements 2011 and the [Total VET Activity Reporting](#) guide on the Australian Skills Quality Authority website, which explains the requirement for all RTOs to report their nationally recognised training data in accordance with the [National VET Provider Collection Policy](#).

Core Industry Training is required to report quality indicator data to the Australian Skills Quality Authority in accordance with scheduled reporting dates. This requirement is specified in the Data Provision Requirements 2011 and explained further on the Australian Skills Quality Authority website: [ASQA - Quality Indicator Reporting](#).

RECORD RETENTION AND MANAGEMENT

Core Industry Training is required to retain certain records from our delivery of training and assessment services. All student records are maintained on our student management system including records of certification issued in a secure environment.

We provide returns of student records to the National VET Regulator on a regular basis, or as determined by the National VET Regulator – ASQA and also comply with all Commonwealth requirements for the national unique student identifier within all student records,

Records may include the student file which would include all administration records, financial information, completed assessments and qualifications achieved. .

Records Management Procedures

Upon enrolment each student's personal details are captured into the Student Management System and maintained in a current up to date condition. Records can be updated upon advice of changes from a student.

Only Core Industry Training staff directly involved with student welfare and or student results will have access to personal student details. Upon request and sufficient notice Core Industry Training, staff shall provide a student with access to their personal student records for progress information.

Students may request a reissuance or statements of attainment or qualifications achieved when a request is received and verified with a form of documented personal I.D, such as a driver's license or birth certificate.

Access to student records may be provided where the Standards for Registered Training Organisations or an officer of the law require Core Industry Training to do so.

Core Industry Training staff complies with external reporting responsibilities (AVETMISS and Quality Indicator Reporting) to the National VET Regulator on a regular basis (as determined by the Australian Skills Quality Authority and state funding bodies)

Core Industry Training shall ensure that all student records are maintained in an accurate manner providing for the safekeeping of all student assessment results for the period determined that is in line with registering and funding bodies.

If cessation of services or at the discontinuation of its business the General Manager shall ensure that all student records are made available to the National VET Regulator.

Period of retention

Core Industry Training complies with a range of record retention requirements including:

- Student results / Qualifications and Statements of Attainment (100%) are to be retained for a minimum of thirty (30) years
- Completed assessment resources (100%) are to be retained for a minimum of 6 months (fee for service) or seven years (funded under Department of Education, Small Business and Training).
- Assessment tools (100%) are to be retained for a minimum of five (5) years.
- Administrative records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records and completed records.

Destruction of Records

Records are only to be authorised for destruction after the mandatory retention period has lapsed.

Student Records Integrity

Core Industry Training undertakes periodic integrity audits of student records to ensure the information entered into the student information management system is accurate.

CEASING OPERATION

In the event that Core Industry Training ceases operating, accurate copies of records will be transferred to the Australian Skills Quality Authority with 30 days of registration ending.

This requirement relates specifically to electronic data providing evidence of activities the student has performed. For the purposes of this business process, Core Industry Training will interpret "activities" to mean records providing information on the outcomes achieved by students. This will include records of qualifications and units of competency which have been issued by Core Industry Training during the entirety of its registration period. Core Industry Training will retain these records electronically and will provide this information in the form of the following AVETMISS reports in consultation with the Australian Skills Quality Authority.

Students will be provided with as much information as possible to ensure minimal disruption to their study. This will may include transfer of currently enrolled students to another RTO, issuance of an appropriate refund and statements of attainment based on completed units of competency.

STUDENT ADMINISTRATION INFORMATION

UNIQUE STUDENT IDENTIFIER

From 01 January 2015, all students studying nationally recognised training in Australia are required to have a Unique Student Identifier (USI). The USI allows students online access to their training records and results (transcript) through their online USI account.

Students who do not provide a USI which can be verified through our Student Management System will not be issued certification documents relating to nationally recognised training, unless an exemption applies under the Student Identifiers Act 2014.

You can find more information about the USI at www.usi.gov.au

FEES AND REFUNDS

Core Industry Training is entitled to charge fees for services provided to students undertaking training and assessment that leads to a nationally recognised outcome. These charges may be course materials, textbooks, student services and training and assessment services.

Fees payable

Fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be made prior to commencing training. Core Industry Training may discontinue training if fees are not paid in accordance with the agreed fee schedule. The current fees and charges for Core Industry Training are published on its website.

Replacement of text and training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, Core Industry Training will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition.

REFUND POLICY

The purpose of this policy is to inform students of the process by which a refund may be granted, under what circumstances and to what extent.

The policy applies to all students who pay a fee for training to Core Industry Training.

In accordance with the Standards for Registered Training Organisations 2015, and in line with any funding contracts held by the RTO's, due consideration will be provided to all students in relation to the issuing of a refund.

Course refunds will be considered under the following circumstances:

RTO Initiated Change

Where we have changed a program date, time, location etc and the student is unable to complete their program due to these changes, a full or partial (pro-rata) refund will be offered.

The amount of refund will be subject to the amount of training already completed by the student.

The refund will be paid directly to the nominated bank account of the person/organisation who paid the initial invoice.

Circumstances for refusal of a Refund

Student Initiated Withdrawal

No refund will be provided once a student has enrolled and commenced their training. For the purpose of this policy, the term "commenced their training" is the date the student was sent an email or letter confirming their enrolment into a program.

Specifically, refunds will not be issued under the following circumstances:

- Student changes their mind or does not need to do the course any longer
- Students employment, personal or financial status changes
- Student has commenced training
- Student decides course is "too difficult"
- Student is terminated from course. This may include non-submission of work, behavioural issues or academic misconduct.

Payment Plans/Instalment Payments

Core Industry Training offers students the ability to pay their course fees in fortnightly instalments.

If a student is paying their course fee via a payment plan/ instalments, no refunds will be issued on payments already received. The balance of the course fee will be voided.

Refunds will only be considered where it is required by state or federal law.

Funded Training

If a student has been funded under a State Contract, whereby they have contributed a payment towards their training, we will abide by the prescribed refund policies set out in any signed departmental contract and as detailed below. If there is no guidance regarding refunds in the contract, the pre-existing Refund Policy will be applied.

Core Industry Training offers funding through its contract with the Department of Education, Small Business and Training.

Student Refund Procedure

Any student enquiring requesting a refund will be emailed the Refund Request Form by a member of the Student Support Team.

The form must be completed and signed by the student and returned to Qld Student Support Coordinator by email to info@jcg.edu.au or by post to PO Box 10362, Southport Qld 4215. Once the Refund Request Form is received, the following steps will be carried out,

The Refund Request Form will be forwarded to the CEO or delegate for review. Once a decision has been made, Qld Student Support Coordinator will be advised. If approved, they will advise the student by email and refund approval will be sent to our accounts department for remittance into the students' nominated account.

The student should expect to receive the refund amount within 14 business days from the approval date. Details of the processed refund amount will be recorded in the student's file.

Our Guarantee to Clients

If for any reason Core Industry Training is unable to fulfil its service agreement with a student, Core Industry Training will issue a full refund for any services not provided. The basis for determining "services not provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is terminated.

Limiting fees being paid in advance

Core Industry Training acknowledges that it has a responsibility under the Standards for Registered Training Organisations to limit the fees paid by students in advance of the training and assessment services being delivered. To meet our responsibilities, we will accept payment of no more than \$1,500 from each student prior to the commencement of the course. This requirement applies regardless of the payment for the fees are being made directly or through a third party.

Following the course commencement, Core Industry Training will require payment of additional fees in instalment payments from the student, but only such that at any given time, the total amount required to be paid in advance does not exceed \$1,500.

Payment of GST

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course. Where a student is enrolled in a course which is offering units of competency or a whole qualification, the course fees attached to this enrolment will be exempt from the payment of GST.

Miscellaneous Charges

Core Industry Training will levy some miscellaneous charges for services. These may include:

- Re-issuing a certificate after it has been initially issued to a student.
- Replacing issued learning materials which the student has lost or damaged
- Re-assessment services
- Photocopy fee

All miscellaneous charges are to be based on a cost recovery basis and are not intended to be a source of profit.

Student complaints about fees or refunds

Students who are unhappy with Core Industry Training arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Core Industry Training complaints processes.

Funded Training Contracts

When a student has been funded under a State Contract and has made payment/s towards their training, Core Industry Training will abide by the prescribed refund policies set out in any

signed departmental contract between both parties. If there is no guidance regarding refunds in the contract, the Core Industry Training Refund Policy will be applied.

Queensland Department of Education, Small Business and Training. Skills Assure Construction Skills Queensland (CSQ)

CHANGES TO AGREED SERVICES

Core Industry Training has a commitment to all students to provide all agreed services. Where an unforeseen circumstance prevents us from doing this, we will take the following action:

- Once the impact of the circumstance has been reviewed by relevant staff, we will contact students with a proposed plan of action to ensure that they are fully informed, and ensure that their needs have been fully addressed.
- Where a student does not accept the proposed action to be taken by Core Industry Training, the student may be entitled to a refund as per the refund policy outlined in this handbook.
- Where an alternative solution is proposed by the student, this will be considered by Core Industry Training and assessed for its feasibility of implementation and its suitability in meeting the needs of the student.

STUDENT ACCESS TO RECORDS

At Core Industry Training we acknowledge that students need access to their records in order to monitor their progress and participation. Core Industry Training will facilitate access to records on request.

Requesting access to records

Students who require access to their records are required to complete a Records Request Form. This form can be obtained from any Core Industry Training staff member.

It should be noted that access will only be provided to the student in person and only after identification has been confirmed. Photo ID is required. Core Industry Training also requires the payment of an administrative fee of \$10.00 if the student requires a copy of their records. This is a one-off administrative fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view their records, then this incurs no cost.

What records can be accessed?

The Records Request Form seeks to identify what specific records are requested to access. These may include hard copy records from your student file which will include enrolment administrative records and assessment evidence or activity data which is contained within the Core Industry Training student management system.

How are records accessed?

Once a student has requested access to records, a staff member will organise for the student to attend the Core Industry Training office where controlled access will be provided. Controlled access means, hardcopy records may be viewed by the student in the presence of a Core Industry Training staff member.

Students who request activity data from the Core Industry Training student management system can be provided this in a printed report format which details all activity recorded within the student's training plan for any specific enrolment which includes achievement of units of competency.

Access by external authorities

The Australian Skills Quality Authority is entitled to collect activity data about a student's enrolment and achievements. This information includes all information submitted by the student during the enrolment process. This information is collected for the purpose of auditing participation and the monitoring and reporting of training outcomes. The information provided by students may be accessed by Commonwealth officers and by the National Centre for Vocational Education.

ISSUE OF CERTIFICATES AND OUTCOMES

A qualification must be issued if a student can demonstrate suitable competence against the relevant units of competency specified within the endorsed industry training package.

In the vocational education and training sector, a Statement of Attainment must also be issued when an individual has completed one or more accredited units of competency, without completing an entire qualification.

Core Industry Training will issue qualifications or statements of attainment to those students who have achieved the required outcomes within 30 days of being assessed as having met the requirements for the qualification/units in which they are enrolled. In addition to achieving the required outcomes, students must have paid all fees owed to Core Industry Training to be eligible to receive their certificate.

We recognise our responsibility to comply with this requirement in accordance with the Standards for Registered Training Organisations.

Record Retention and Reporting

Core Industry Training maintains a register of AQF qualifications and statements of attainment it has issued. We are required to retain records of AQF certification documentation issued for a period of 30 years.

Format for a Qualification/Statements of Attainment

All qualifications and Statements of Attainment issued by Core Industry Training will follow the requirements of the Australian Qualifications Framework (AQF), Second Edition, and Schedule 5 of the Standards for Registered Training Organisations (RTOs) 2015. This includes ensuring that measures are taken to reduce fraud.

Skills Sets

When a skill set has been achieved by a student, a Statement of Attainment is issued to recognise achievement of a skill set. The statement of attainment is to contain the name of the skill set and a statement using the wording given in the Training Package to indicate whether the skill set meets a licensing or regulatory requirement or an identified industry need.

Re-issue of Certificates

Core Industry Training acknowledges the requirement to provide past and present students with re-issued qualifications and statements of attainment when required. The following principles apply to reissuing Qualifications and Statements of Attainments:

- Re-issues will only be produced for the individual to whom the Qualification or Statement of Attainment was originally issued. The individual must make a written request to Core Industry Training for a re-issue and must verify their identity by providing a license, birth certificate, passport or other formal identity document in support of the request and their updated personal information.
- Core Industry Training may charge a fee to reissue Qualifications or Statements of Attainment. For a full list of current fees and charges please refer to Core Industry Training schedule of fees and charges.
- All re-issues issued by Core Industry Training will be replicas of the original document.
- Re-issues are required to comply with the AQF requirements.
- Once authorised, the re-issue is to be issued to the student via email or post.

CHILD PROTECTION

Core Industry Training deliver a small amount of training to individuals less than 18 years of age. We acknowledge that we have a responsibility to those who come into contact with our staff and to the families of those children to ensure that children are protected from any type of abuse.

Students may also come into contact with children whilst undertaking vocational or work placements which will require the obtaining of a Working with Children Check.

Core Industry Training staff will:

- Treat every child with dignity and respect;
- Conduct themselves in a manner consistent with their position as a representative of our organisation;
- Immediately raise any concerns for the safety or wellbeing of a child
- Listen to children, take their concerns seriously and allow them to have a say in the decisions that affect them; and
- Avoid being alone with children and ensure that other adults are present when working around children.

Core Industry Training staff will not:

- Use prejudice, oppressive behaviour or language with children;
- Initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves;
- Develop 'special' relationships with specific children for their own needs;
- Show favouritism through the provision of gifts or inappropriate attention; and
- Have contact with children outside of Core Industry Training duties.

FIRST NATIONS PEOPLE CULTURAL AWARENESS

Core Industry Training are committed to providing a culturally supportive learning environment for students who identify as First Nations People and being culturally aware and sensitive.

As a student, please discuss any cultural sensitivities with your trainer/assessor so appropriate adjustments can be made in your program. Please note that any changes will still need to be within training package requirements.

Acknowledgement of land and original custodians

It is a requirement at Core Industry Training major events to provide an acknowledgement of land and original custodians.

Welcome to Country

A Welcome to Country can only be performed by an Elder or leader who is from the community in which you are meeting.

COMPLAINTS AND APPEALS

Core Industry Training are committed to providing students the best possible environment in which to study. We understand that on occasion, there may be instances of dissatisfaction and acknowledges that the cause(s) must be addressed and rectified promptly. We invite feedback from the dissatisfied party so that a resolution can be found that satisfies all parties.

All complaints will be addressed in a fair, constructive and timely manner. Students have the right to be heard and for an impartial decision to be made at no cost to themselves. The exception to this is where a complainant chooses to have the matter resolved by a third party where a cost is imposed.

What is a complaint?

A complaint is feedback about services or staff which has not been resolved locally. A complaint may be received by Core Industry Training in any form and does not need to be formally documented by the complainant in order to be acted on.

Early resolution of complaints

Where possible, we will attempt to resolve the complaint through communication and respect between the persons involved.

Our Complaint Handling Principles

Core Industry Training will apply the following principles to its complaints handling:

- A secure password protected register of all complaints is kept by Core Industry Training including all details of lodgement, response and resolution.
- A complainant is to be provided an opportunity to formally present his or her case at no cost and may be assisted by a support person during any meetings.
- The policy is publicly available.
- Review of a complaint must commence within seven (7) working days of lodgement and all reasonable measures are taken to finalise the process as soon as practicable.
- The complainant is to be provided a written response, including details of the reasons for the outcome. A written response must be provided to the complainant within fourteen (14) days of the lodgement of the complaint.
- Complaints must be resolved to a final outcome within sixty (60) days of the complaint being initially received. Where Core Industry Training considers that more than 60 calendar days are required to process and finalise the complaint, the General Manager must inform the complainant in writing, including reasons why more than 60 calendar days are required. A complainant should also be provided with regular updates to inform them of the progress of the complaint handling. Updates should be provided to the complainant at a minimum of four (4) weekly intervals.
- Core Industry Training shall maintain the enrolment of the complainant during the complaint handling process.
- Decisions or outcomes of the complaint handling process that find in the favour of the student shall be implemented immediately.

- Complaints are to be handled in the strictest of confidence. No Core Industry Training representative is to disclose information to any person without the permission of Core Industry Training General Manager. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given using the Information Release Form.
- Complaints are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied. This means that the complainant is entitled to be heard with access to all relevant information and with the right of reply. The complainant is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision.
- Finally, the decision must be made based on logical evidence and decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations.

Review by external agency

Where the complainant is not satisfied with the handling of their complaint, they have the opportunity to obtain a review by an independent body to review their complaint. In these circumstances, we will provide all information to the independent body and advice will be accepted as final and advised to the complainant in writing.

A complainant who remains not satisfied with the process or outcome may refer their grievance to the Australian Skills Quality Authority. Students are advised that the Australian Skills Quality Authority will require the student to have exhausted all avenues through Core Industry Training before taking this option.

Complaints Handling Process

The following process should be followed by the student.

If possible, informal resolution of issue. If this is not possible, submit a written complaint to the General Manager. Students can make a complaint via phone and will be asked to submit this formally in writing.

An acknowledgement of your complaint will be emailed within 24 hours of receipt.

The matter will be reviewed by the General Manager or delegate. This review will include feedback from the complainant, the defending party (if applicable) or relevant external parties as required. This will occur within 7 working days from complaint submission, but as a rule will be immediate.

If it is considered that more than 60 calendar days are required to process and finalise a complaint, we will advise the complainant in writing, outlining the reasons and provide regular updates on the progress of the matter.

A response to a complaint is to be provided to the student within 14 days from when the complaint was submitted. This will be done initially by phone by the General Manager or delegate to ascertain student satisfaction with outcome. This will be followed up with a confirmation email. With information about the appeals process if needed.

APPEALS HANDLING

Core Industry Training will address all appeals in a fair, constructive and timely manner. The complainant has the right for their appeal to be heard and for an impartial decision to be made at no cost to themselves, except where the appellant chooses to have the matter resolved by a third party where a cost is imposed.

What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with Core Industry Training. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within twenty-eight (28) working days of the decision or finding is informed to the student.

An appeal may be against an administrative decision (such as a refund) or an appeal against an assessment decision.

Appeal handling principles

Core Industry Training will apply the following principles to its appeals handling:

- A written record of all appeals will be by Core Industry Training including all details of lodgement, response and resolution.
- An appellant is to be provided an opportunity to formally present his or her case at no cost and may be accompanied and/or assisted by a support person at any relevant meeting.
- The handling of an appeal is to commence within seven (7) working days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.
- The appellant is to be provided a written response to the appeal, including details of the reasons for the outcome. A written response must be provided to the appellant within fourteen (14) days of the lodgement of the appeal.
- Where Core considers that more than 60 calendar days are required to process and finalise the appeal, the appellant will be informed in writing in writing, including reasons why more than 60 calendar days are required. The appellant will be provided with regular updates to inform them of the progress of the appeal handling.
- Core Industry Training shall maintain the enrolment of the appellant during the appeal handling process.
- Decisions or outcomes that find in the favour of the appellant will be implemented immediately.
- Appeals are handled in the strictest of confidence with no information disclosed to any person without the permission of the General Manager. Information to third parties will only be made after permission has been sought and granted by the appellant in writing.

- Appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the appeal handling process and the decision based on evidence provided.

Principles of Natural Justice and Procedural Fairness

The Hearing Rule

Any party who may be adversely affected by the complaint is given the opportunity to provide their version of events prior to any final decisions being made. The party will be provided with full, factual detail (as well as documentary evidence which is not bound by legal advice) on the allegations against them in order for them to formulate a response.

The Bias Rule

The person who has the final say in how the complaint is resolved will be completely impartial to both parties. For example, where a student is disputing an assessment decision, the decision maker of the complaint cannot be the person who undertook the assessment.

The No Evidence Rule

Any decision made will be based on logical evidence and consider all considerations, any relevant legislation and responses made by both parties.

Review by external agency

Where the appellant is not satisfied, they have the opportunity to obtain a review by an independent body. In these circumstances, we will provide all information to the independent body and advice will be accepted as final and advised to the complainant in writing.

Appeals Handling Process

The following process should be followed by the student.

- An application to appeal a decision must be submitted in writing to the General Manager by the student within 28 working days of the original decision.
- The student may be contacted by the General Manager and be asked to attend a meeting to discuss the appeal. They may be accompanied by a support person if preferred. The student may be contacted multiple times during the process for clarification on certain points.
- The student will be advised of the outcome of their appeal within 14 days of submission of the appeal. The outcome will be advised by phone and also confirmed through email.
- Where the appellant is not satisfied with the outcome of their appeal, they may refer the complaint directly to our registering body, Australian Skills Quality Authority.

The General Manager may, at their discretion, follow-up with the appellant after consideration by the Management Team to inform the appellant of the improvement actions identified.

Re-assessment Appeals

Where the appeal is in relation to an assessment decision, a reassessment will be recommended. Students participating in a reassessment will be provided with detail counselling about the perceived gaps in their skills and knowledge along with additional training to support their improvement and ability to demonstrate competence. Reassessments will occur as soon as practicable. The reassessment must be undertaken by a different assessor than was used during the initial assessment. Following the reassessment, the student must be provided with detailed feedback about their performance and the outcome.

Appeals Records

Core Industry Training management will accept appeals against an assessment decision for a period no longer than 3 months following the assessment event. During this period Core Industry Training will maintain records of all assessment decisions.

DEFERRAL FROM STUDIES

In the event that a student requires a deferral from their studies, the following will apply. A student who defers their study remains enrolled in their program and all fees remain payable.

A leave of absence or deferral will be considered under the following circumstances:

Medical

In the event of a medical condition which precludes the student from undertaking their studies, they will be required to provide documentary evidence (such as a medical certificate).

Financial

In the event a student is unable to pay an instalment for an extended period, the student will be provided with the option of obtaining a deferral. Any fees owing must be paid in full prior to the re-activation of the student file.

Employment

If the student must be employed in a certain role in order to complete the qualification, and they are unable to source employment in this field or undertake a contract that requires them to work outside of the qualification field, the student will be able to obtain a deferral until they can obtain a contract/employment in the required field. Documentary evidence to support this must be provided.

A formal written request (with supporting documentation if required) should be made to Management stating the circumstances for the request. Deferrals are not automatically granted and generally only one deferment is available up to 12 months. If approved, official documentation to support the deferral approval will be generated and students will be contacted approximately one month prior to the date they have nominated as a return.

There are no fee refunds on deferral.

COURSE WITHDRAWAL (STUDENT INITIATED)

Students who no longer wish to continue their studies should discuss this with their Trainer. If they still wish to withdraw from study, the student needs to provide an email to our Student Liaison Officer at slo@jcg.edu.au, so processes can be followed and their student file can be officially closed.

If any units have been completed and the student has paid all the appropriate fees, a Statement of Attainment will be issued for the successfully completed units.

COURSE WITHDRAWAL (CORE INITIATED)

Grounds for terminating a student from a course include:

- Continued failure to meet assessment standards despite support and guidance
- Continued non-attendance in class with no contact with trainer or Student Liaison Officer.
- Continued non-submission of course assessments by the required date with no documented extenuating circumstances. Students will be regularly contacted regarding their non-activity and if the student remains non-engaged they will be advised that they have been flagged for course withdrawal. If, despite our attempts, students do not commit to a new training plan or do not submit assessments on due dates, the student will be withdrawn.
- Cheating or plagiarism.
- Harassment, assault or bullying towards Core Industry Training trainers and assessors or other students.
- Bringing or consuming alcohol, drugs or other illegal substances or being adversely affected by the influence of drugs, alcohol or other substances.

TRAINING PACKAGE TRANSITION

On occasion, training packages are updated and this may affect the qualification that our students are enrolled in. We acknowledge our responsibility to ensure students are advised on changes to their qualification and provided with options available to them so that they remained informed.

Student completion arrangements

Students who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Core Industry Training scope of registration and resources have been sourced.

Students who choose not to transition to a new qualification are to be 'taught out' to the conclusion of their enrolled program, provided that the learner will have completed all requirements of the qualification within 12 months from when the replacement training product is released on the National Register.

Please note Core Industry Training may continue to deliver training and assessment services, and issue awards, to current students of the superseded qualification provided that the training and assessment will be completed within 12 months of the date that the replacement training product is released on the National Register.

Students who have not completed a superseded training product within 12 months following publication of the qualification being superseded on the national register must be immediately issued with any eligible AQF documentation and transferred to the new qualification.

Where students elect not to be transferred to the new training product, the student must be issued with any AQF certification documentation for which they are entitled, and the provisions of the Refund Policy may apply.

Once a course is removed from scope of registration, Core will not issue a certificate or a transcript to a student.

DISCRIMINATION, HARRASSMENT AND BULLYING

We are committed to ensuring that all students can expect an environment free from discrimination and harassment. All students are advised that discrimination and harassment will not be tolerated under any circumstances and where found to have occurred will result in disciplinary action such as termination from training. Suspected criminal behaviour will be reported to police authorities immediately.

We expect that:

- students work in an environment which is free from discrimination and harassment and where all stakeholders are treated with dignity, courtesy and respect;
- students are aware that they have an avenue to make a complaint that is based on the principles of natural justice;
- students are protected from any victimisation or reprisals;
- all stakeholders will encourage the reporting of behaviour which breaches this policy and promote appropriate standards of behaviour

What is discrimination and harassment?

Under federal and state legislation, unlawful discrimination occurs when someone, or a group of people, are treated less favourably than another person or group because of their race, colour, national or ethnic origin; sex, pregnancy or marital status; age; disability; religion; sexual preference; trade union activity; or some other characteristic specified under anti-discrimination or human rights legislation.

Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin; sex; disability; sexual preference; or some other characteristic specified under anti-discrimination or human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating – environment.

Harassment can include behaviour such as:

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- Telling insulting jokes about particular racial groups;
- Sending explicit or sexually suggestive emails;
- Displaying offensive or pornographic posters or screen savers;
- Making derogatory comments or taunts about someone's race or religion; or
- Asking intrusive questions about someone's personal life, including their sex life.

Discrimination and harassment occur when a person is discriminated against or harassed because of:

- their race, colour, descent or national or ethnic origin, as defined under the Racial Discrimination Act 1975;
- their sex, marital status or pregnancy as defined under the Sex Discrimination Act 1984;
- a disability as defined under the Disability Discrimination Act 1992;
- age as defined under the Age Discrimination Act 2004; or
- some grounds under the Human Rights and Equal Opportunity Act 1986.

Harassing or discriminating behaviour can range from serious to less serious levels; however one-off incidents can still constitute discrimination or harassment. Also, where continued, such behaviour can undermine the standard of conduct within a class and may erode the wellbeing of the individual or group.

Core Industry Training managers and trainers are aware of their responsibilities to ensure that the training culture is not sexually or racially hostile. A person has the right to complain about the effects of a sexually or racially hostile training, even if the conduct in question was not specifically targeted at them.

What is not discrimination or harassment?

Discrimination or harassment should not be confused with legitimate comment and advice from their trainer or a member of Core staff that provides feedback on your individual course progress.

Not agreeing with feedback provided regarding your course progress should be an open, honest discussion with your assessor and if necessary, you can follow the complaints process within this handbook.

Workplace Bullying

Bullying is considered unreasonable and inappropriate behaviour that intimidates, offends, degrades or humiliates another person. Bullying behaviour can range from very obvious verbal or physical assault to very subtle psychological abuse.

This behaviour may include:

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- Physical or verbal abuse;
- Yelling, screaming or offensive language;
- Excluding or isolating;
- Psychological harassment;
- Intimidation;

Core Industry Training will not tolerate bullying of any individual or group, be they a staff member, consultant or student.

Who is responsible?

Everybody is responsible for maintaining an environment that is free from discrimination, harassment and bullying. Core has a responsibility to our students to:

- Set expectations of all our staff and contractors to demonstrate and monitor appropriate conduct within the operations of Core Industry Training
- Encourage and provide avenues students who feel they have been harassed or discriminated against to come forward and report their experience in a non-judgemental and confidential environment;
- Ensure training and assessment services are developed and delivered to students to encourage their participation in an inclusive environment

What can happen if you discriminate or harass?

If, after investigation, a student is found to have discriminated, harassed or bullied another student or Core stakeholder, the following actions may be undertaken.

- Retraining
- Counselling
- Apology
- Conciliation / mediation
- Dismissal from a course

Criminal or unlawful behaviour will be reported to police authorities immediately and **will** result in immediate dismissal from a course.

Where to get more information or help

The following agencies can provide additional information and support services in relation to maintaining an environment which is free from discrimination and harassment:

Human Rights and Equal Opportunity Commission General enquiries: (02) 9284 9600, Complaints Info line: 1300 656 419 General enquiries and publications: 1300 369 711 Website: www.humanrights.gov.au	New South Wales Anti-Discrimination Board Telephone: (02) 9268 5555 Toll free: 1800 670 812 Website: www.lawlink.nsw.gov.au/adb
Queensland Anti-Discrimination Commission Telephone: (07) 3247 0900 Toll free: 1300 130 670 Website: www.adcq.qld.gov.au Email: adcq@justice.qld.gov.au	Victoria Equal Opportunity Commission Telephone: (03) 9281 7111 Toll free: 1800 134 142 Website: http://www.humanrightscommission.vic.gov.au/ Email: eoc@vicnet.net.au

Making a Complaint

As a student, if you believe you have been discriminated against, harassed or bullied, you are encouraged to make a complaint. The following options are available to you based on what you are most comfortable accessing.

Informal

This informal process emphasises resolution rather than factual proof or substantiation of a complaint. Informal ways of dealing with discrimination and harassment can include the following actions:

- The individual who has been discriminated against or harassed would prefer to deal with the situation themselves, but may seek advice on possible strategies from their trainer or other senior staff member.
- The individual who has been discriminated against or harassed asks their trainer to speak to the alleged perpetrator on their behalf. The trainer privately conveys the individuals concerns and reiterates Cores' stance, referring the student to the student handbook. This is done without any formal assessment of the situation;
- An informal complaint is made, the perpetrator admits the behaviour and the situation can be resolved through conciliation or counselling;

An individual should not be required to exhaust informal attempts at resolution before formal action commences. Individuals have the right to formalise their complaint or approach an external agency at any stage.

Formal

To make a formal complaint, please follow our Complaint Process outlined in this Student Handbook.

A formal complaint will be dealt with by our General Manager or delegate. They may need to seek professional guidance on areas such as legislation or from our legal department.

A formal complaint will look at whether the complaint can be substantiated, or at least whether the parties can be brought together to try and reach a satisfactory outcome.

Formal complaints procedures usually involve:

- Investigation of the allegations (including interviews with all parties). All parties are permitted to have support person or advocate at any formal meeting
- Consideration of all evidence provided
- Application of the principles of natural justice
- Making a finding as to whether the discrimination or harassment occurred or whether it is likely it has occurred
- Implementation of an appropriate outcome.

Consideration of evidence

The following type of evidence may be relevant:

- Supporting evidence provided by a medical practitioner, counsellor, family member, friend or co-worker
- Complaints or information provided by other students or trainers about the behaviour of the alleged perpetrator
- Records kept by the person claiming to have been discriminated against or harassed
- Whether the evidence was presented by the parties in a credible and consistent manner; and
- The absence of evidence where it should logically exist.

Determining an outcome

In determining the appropriate actions, management may consider factors such as:

- The severity and frequency of the discrimination or harassment
- The weight of the evidence
- The wishes of the person who was discriminated against or harassed
- Whether the harasser could have been expected to know that such behaviour was considered inappropriate; and
- Whether there have been any prior incidents or warnings.

If there is insufficient proof to make a decision, management should nevertheless:

- Remind those involved of expected standards of conduct
- Conduct further training and awareness raising sessions for staff/students; and
- Monitor the ongoing situation
-

At all times, Core management and staff will ensure that the outcome of a substantiated complaint does not disadvantage in any way the person who made the complaint.

BEHAVIOUR MISCONDUCT

Core Industry Training seeks to provide an environment that is free from unacceptable behaviour and promotes a positive learning environment for all students. This includes:

- Breaches of Commonwealth or State law which impact on our operations
- Behaviour that impairs the ability of other students to pursue their studies
- Refusing or failing to identify themselves truthfully
- Any act that endangers the safety or health of any other person
- Acting in a way that causes others within Core to fear for their personal safety / abusive behaviour
- Acting in a way that causes damage to RTO property (including theft)
- Wilfully obstructing or disrupting any official meeting, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Being under the influence of prohibited drugs and/or substances or in possession of dangerous items
- Trespassing or knowingly entering any place that is out of bounds to students
- Making a false representation as to a matter affecting student status
- Using offensive or intimidating language with trainers or other students.

If the staff member considers that a student may be violent or is likely to cause harm to other students and /or staff, or damage property, senior management will be contacted immediately to assess the risk. If necessary, the Police are to be contacted and requested to respond.

Dealing with behaviour misconduct (Gross Misconduct)

Senior Management may, in respect of any gross misconduct by a student:

- Immediately suspend a student for a period not exceeding fourteen (14) days as may be determined.
- Advise the student in writing of the alleged incident of misconduct and that they have twenty (20) working days to make oral or written representations regarding the alleged incident of misconduct.
- Where State or Commonwealth laws appear to have been breached, the matter will be referred to the police or other appropriate authority.

They may also impose one or more of the following behavioural management strategies:

- Reprimand and warn (formal warning in writing) the student against repetition of the misconduct;
- Suspend the student from using training facilities and / or services for a designated period of time;
- Instigate a behavioural management contract with the student including agreed monitoring arrangements and consequences based on repetition of the misconduct;
- Cancel the student's enrolment (serious misconduct involving violence to others, damage to property or breach of State or Commonwealth law).

Students who continue to demonstrate behavioural misconduct after being formally warned will have their enrolment cancelled and will not be entitled to a refund.

This does not limit the requirement to provide the student suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision.

STUDENT ENROLMENT

ENROLMENT

Before enrolling with us, students are informed about the training, assessment and support services to be provided, and about their rights and obligations. Prospective students seeking to enrol with Core Industry Training are admitted using fair, equitable and transparent procedures based on clearly defined, consistent, and equitable criteria.

You will be fully informed about the course you are enrolling in, what the course covers, what qualification you will be provided with and whether it will provide you with pathways to specific employment opportunities and/or other qualifications.

Students will be provided with clear, accurate and up-to-date information, enabling them to make an informed choice. The information provided will be in a format that is easy to access and understand and will consider the potential student's abilities and access to information.

Our approach to enrolment is to provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right fit for the student and current or future employment.

We strive to identify a student's needs during the enrolment process to ensure that our services to each individual student are appropriately adjusted to allow for their unique requirements.

When speaking with one of our team, we will establish the individual student needs and ensure that they receive all pre-enrolment information applicable to the program they are interested in. Establishing the student need is important to ensure that clients enrolling in programs are aligned to training and assessment that meets their vocational requirements in the industry of their choice and ensuring that prospective students are informed about their rights and obligations in starting a course Core Industry Training.

Pre-enrolment information is nearly always provided via email after an initial phone conversation and information emailed to a student to allow them time to make an informed decision.

Before any enrolment being confirmed for any short course or full qualification, all applicants will be expected to undertake a Literacy Language and Numeracy quiz.

All students are required to provide a fully completed enrolment form and valid Unique Student Identifier.

Funded training enrolment procedure

Students who are funded under a funding contract may have special enrolment eligibility that apply, and these will be managed in line with the respective funding body.

Enrolments:JobFind

JobFind is a wholly owned branch of Angus Knight (who also owns Core). All Employment Consultants have access to our website and are provided with course information for different courses delivered by Core Industry Training.

Students should meet and discuss different training options with their Employment Consultant.

With the assistance of the Employment Consultant they complete a special dedicated online enrolment form.

Language, literacy and numeracy assessments are contextualised for the specific training program for which the student is enrolled.

Informing all students of changes

If at any time there is a change to the agreed services to be provided or policies relating to the student's rights and the payment of fees and other charges, Core Industry Training must advise current students prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Core Industry Training.

MANAGING INDIVIDUAL NEEDS

During the enrolment process Core Industry Training personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how to best provide services that maximise our students chances of successfully completing the selected training program.

All students are required to undertake a pre-course Literacy, Language and Numeracy Quiz to help us identify as possible learning needs a student may have. We will support students with learning supplements, additional tutorials (where applicable) and other types of support.

We encourage students at all points of their journey (enquiry, pre-enrolment, enrolment and post-enrolment) to make contact with a representative of Core if they require additional assistance. This might be in understanding learning materials, completing assessment, technical issues with online training etc.

Our staff are here to assist.

Core Skills Support

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy.

To support this approach Core Industry Training will:

- Assess a student's core skills through the completion of an online Language Literacy and Numeracy Quiz prior to their enrolment to ensure they have adequate skills to complete the training
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered
- Negotiate an extension of time and other support arrangements to assist students to complete training programs if necessary
- Negotiate a training plan with the student that recognises that additional time will be required to complete the training
- Regularly engage with the student to monitor their progress

Referring the student for language, literacy and numeracy assistance

Where it is determined that a student has needs which are beyond the support available within Core Industry Training, the student should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers as well as providers of migrant services and specialist providers of adult language, literacy and numeracy assistance programs.

Any training undertaken by the student externally will be at the their own expense.

STUDENT ACADEMIC INFORMATION

TRAINING AND ASSESSMENT

All courses delivered have been developed in line with the requirements of the individual training package, along with industry consultation and internal review to ensure that what we provide to our students meets their needs. All courses are continually reviewed using different methodologies and changes implemented based on this feedback.

This information informs our elective selections, course durations, delivery methods for different learner cohorts and the resources we provide to our students.

To achieve a “Competent” grade you must successfully demonstrate competence in each assessable section of each unit. Competency is using your skills and knowledge to perform tasks and duties appropriately in workplace situations to the standard expected in the workplace and by industry consistently over time.

ASSESSMENT

Assessment is at the centre of our operations and we ensure that students are assessed to a level that ensures that they obtain the required skills and knowledge of each unit of competency.

All assessments are conducted in accordance with the principles of assessment and the rules of evidence.

You can access full information about these important principles and rules at the below links. If you have any questions about how this affects your assessments, please do not hesitate to contact Core Head Office and speak to a member of our compliance team.

[Principles of Assessment](#)

[Rules of Evidence](#)

Assessment context

Core Industry Training recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Where possible, incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the student's workplace performing real workplace tasks where possible.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.

- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Tailoring the program outcomes to meet the needs of the student and industry without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within Core Industry Training facilities.
- Provide access or instruction on vocational placement where required by the qualification.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the student is assessed as competent, this also means that the student can transfer the learnt skills and knowledge between different workplaces and context. This is a fundamental element of competency-based training and assessment.

Assessment tools

Assessment tools are used to gather evidence about a student's competence. We have developed assessment tools which support the assessment of units of competency in accordance with the requirements of industry Training Packages.

The following is a limited example of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist / simulation exercises
- Projects/ Assignments
- Workplace templates.
- Theory assessments
- Portfolios, for example collections of work samples by the student.
- Product with supporting documentation or journal/logbook.

Completed assessment tools are to be retained within the student record in accordance with the Records Retention and Management policy and process.

Assessment information

Assessment information is provided to both students and assessors to guide their conduct before and during an assessment activity.

Examples of assessment information include:

- Instructions to set the framework for the assessment (assessment instructions).
- Scenario information that may set the context for a simulated assessment activity. This may be a simple case study or a scenario which requires analysis and interpretation.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations.

At Core Industry Training our assessment activities are to be supported by clear benchmark answer guides to ensure that all students are assessed against reliable standard assessment process.

Re-assessment

Students who are assessed as not yet competent are to be provided with detailed feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is our process to provide three opportunities for additional training and re-assessment at no additional cost to the student. Students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

Student's requiring additional learning support are to be brought to the attention of Core Industry Training management so the progress of the student can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be reviewed through mutual agreement.

Students can choose to appeal an assessment via our complaints policy detailed in this handbook.

Provide feedback on the assessment.

Students will be provided with feedback on the outcome of their assessment. This will include:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the assessment
- The opportunity to discuss the assessment process and outcome
- Information on reassessment and the appeals process if applicable. Where this occurs, the assessor will participate in the consideration of the appeal but not the re-assessment.

Demonstrating Competency

To demonstrate competence, students must complete all assessment tasks to a satisfactory level in line with the principles of assessment and the rules of evidence. Each task is linked to specific performance criteria, element/s, knowledge and skills evidence and assessment conditions. Once all assessment tasks are completed to a satisfactory level, the assessor will deem the student Competent for the specific unit.

Assessment/Re-assessment Requirements

If a student is deemed Not Yet Satisfactory on the first attempt at an assessment task the Trainer/Assessor, where appropriate, may choose to verbally assess the student to gather further evidence of knowledge of specific question/s and/or criterion. In this situation, the Assessor would make note of this on the assessment task including notes on what answers provided.

Where the student is unable to demonstrate the required level of knowledge and skills through an assessment task, they will have the opportunity to either re-attempt the entire original assessment task, undertake a supplementary assessment, add information to the original assessment (where deemed appropriate by the Trainer/Assessor), or appeal the result.

If after this re-attempt they are still unable to demonstrate the required level of knowledge and skills, they will again be deemed Not Yet Satisfactory for the individual assessment task and be found to be Not Yet Competent for the specific Unit/s of Competency in which the specific assessment task is required.

The trainer / assessor will guide the student through the re-assessment process which may include being offered the opportunity to re-sit through the theory component of the Unit of and then be given the opportunity to either re-attempt the entire original assessment task/s, add information to the original assessment/s (where deemed appropriate by the Trainer / Assessor) or undertake a supplementary assessment.

As part of the assessment process all students must abide by any relevant assessment policies as provided during the enrolment process and induction.

Instructions to the Student

Students are to be advised to read all the information given to them before they start any assessment task and ask for assistance if they do not understand some or all of the questions,

They should also be advised that if they are uncomfortable with any of these questions, to contact their assessor who will make alternative arrangements where appropriate.

Students should attempt to answer ALL questions in their own words (see plagiarism process) own words (unless otherwise directed) on the assessment paper provided.

All assessments are intended to be equitable, fair and flexible and student feedback on assessment is welcomed.

Student Progression

Core is committed to assisting our students with their study goals and have a number of ways to ensure that students are supported during their training journey. This includes a dedicated trainer to support you as well as a dedicated Student Liaison Officer to assist with all matters that are non-assessment.

We expect our students to have complete a unit every thirty days (with the exception of units that require a work placement). If you do not meet this expectation and are unable to be contacted by your trainer or the Student Liaison Officer, your enrolment will be withdrawn. Our team will make every attempt to ensure you are supported through your course via phone, email etc. You will be contacted at regularly to assist you through your course. We encourage you to speak to our team so we can assist you - we do reserve the right to withdraw an enrolment for non-progression.

Copyright

Whilst completing research projects/tasks you must be careful when copying the work of others. The owner of the material may take legal action against you if the owner's copyright has been infringed.

You are allowed to do a certain amount of copying for research or study purposes. Generally, 10% or one chapter of a book is acceptable, where the participant is studying with or employed by an educational institution and they adequately acknowledge the sources used.

CREDIT TRANSFER (C/T)

Credit transfer is the recognition of learning achieved through formal education and training at other RTO's. Credit transfer allows the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is an important to note that credit transfer is not recognition of prior learning (RPL) which is a separate process.

When unit codes and titles are different

If credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought.

As a general guide, if there is no such mapping available then we are not obliged to recognise the unit through credit transfer.

Evidence requirements

Students will be required to present a verifiable USI Statement (preferred), statement of attainment or transcript for verification. These documents provide the detail of what units of competency have been previously issued. Certified copies of these documents are also accepted.

Credit Transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Students may not apply for credit transfer for units of competency or qualification which are not included in our scope of registration.
- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The student does not incur any fees to apply for credit.
- Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this **will not** be approved.
- Credit will only be issued when the student's enrolment includes at least one other unit of competency. Students may not enrol only for credit transfer.
- Credit transfer is not contingent on the applicant demonstrating currency. If the unit has been previously awarded and equivalence can be demonstrated, then the unit can be recognised. The currency is not a factor to be considered.

Credit Transfer Procedure

The applicant must complete and submit the following documentation to Core Industry Training:

- Credit Transfer Application Form (signed);
- Certified copy of the qualification or statement of attainment; USI Transcript

On receipt of the application, we will check the qualification or statement of attainment for authenticity and grant credit transfer for the units of competency that have been completed at any other Registered Training Organisation.

Where the units of competency do not align with the units of competency requested, further information may be sought from Training Package mapping guides or purchasing guides.

Verified copies of qualifications and statements of attainment used as the basis for granting credit transfer will be kept on our Student Management System.

The completed credit transfer application form will be signed off by a Core Industry Training delegate and retained on the student's file.

Students will be notified in writing of the outcome of their application by administration. Refunds against granted credit transfer/s will be determined on a case by case basis and funded students will be calculated against the unit tuition fee of their program.

RECOGNITION OF PRIOR LEARNING (RPL)

Core Industry Training provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

RPL involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. Students should note that RPL is just another form of assessment and requires the same application and rigour that would be taken in a more formal training/assessment environment.

Students are encouraged to apply for RPL prior to commencing a training program to reduce unnecessary training and encourage more efficient training pathway.

RPL is only offered on units of competency offered within the qualifications by Core Industry Training.

We do not charge additional fees for this process and RPL can only be granted for full units of competency.

Our assessors will assist students in compiling their evidence using the provided RPL Assessment Kit.

When all assessment and appeal processes have concluded, the assessment outcome is to be recorded as a result of RPL against the unit of competency and this will be reflected within the students Record of Results.

Forms of evidence

In evaluating assessment evidence, Core Industry Training applies the following rules of evidence:

- Sufficient
- Valid
- Authentic, and
- Current.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by an assessor. The judgement is made on evidence provided by students of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a student's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward RPL may include:

- Work records
- Records of workplace training
- Assessments of current skills
- Assessments of current knowledge
- Third party reports from current and previous managers or managers
- Evidence of relevant unpaid or volunteer experience
- Examples of work products
- Observation by an assessor in the workplace
- Performance appraisal
- Duty statements
- Referees
- Competency Conversations
- Self- Assessments

Many of these forms of evidence are not sufficient evidence on their own. However, when combined, the student will start to provide a strong case for RPL. We also reserve the right to require students to undertake practical assessment activities of skills and knowledge to satisfy ourselves of a student's current competence.

Appealing recognition outcomes

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions.

VOCATIONAL (WORK) PLACEMENT

Some courses delivered by Core Industry Training will require you to undertake a number of hours via a vocational (or work) placement.

Vocational Placement is where you attend an actual workplace (such as an aged care home) and undertake tasks under the supervision of an experienced and qualified third party. Under these arrangements students can gain the skills they need to transition successfully from study to work, while giving industry the opportunity to enrich student learning experiences and increase the number of work-ready graduates.

Vocational placements that meet the definition under the Fair Work Act 2009 (the FW Act) are lawfully unpaid. Students completing vocational placements are not considered to be employees and therefore are not entitled to the minimum wage nor other entitlements provided under the Fair Work Act.

Please note that in order to undertake a placement, you will be required to obtain a National Police Check and provide this directly to Core Industry Training prior to any placement being confirmed. You may also be required to obtain a Working with Children Check. Both of these checks attract a fee which is to be borne directly by the student.

Students will also need to ensure that a Student Placement Agreement is in place – please speak with our Student Support Team to obtain this documentation.

It is the responsibility of our students to source their own placement that meets the requirements of the course as well as any personal (geographical) requirements.

Only after student attempts have proven unsuccessful, Core may be able to assist students in obtaining a placement.

Vocational/work placement is generally commenced after the successful completion of all theory work by the student. This is to ensure that students are commencing a placement with a sufficient knowledge base.

PLAGIARISM

Plagiarism is a form of cheating. It is taking and using someone else's thoughts or writings and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a Unit of Competency or a course. This in turn may require for students to pay to re-complete the unit or course at a later date.

As a student we expect that you will:

- Submit only work that is yours or references others work
- Avoid lending original work to others for any reason
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing

The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work.
- Submitting assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet. Students cannot take full excerpts from the internet or other source without paraphrasing, referencing and showing their own underpinning knowledge of the question criteria.
- Copying words direct from the learner guide

Many theory assessments are 'open book' yet should still be conducted under test conditions without consultation with other students or direct copying and pasting from your student resource.

Academic integrity

Core Industry Training aims to develop student abilities to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

To develop this ability, students will study the work of others via issued textbooks, learning material or through their own research. However, it is important that students acknowledge, through appropriate referencing, work from which they have drawn information.

Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research.. Failure to reference appropriately is considered unethical academic behaviour and will result in a student work not being accepted.

Students should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged.

Work submitted by a student must have an original component. The following are examples of plagiarism where a student intentionally does not acknowledgement or reference an author or source:

- Direct copying of paragraphs, partial or full, sentences
- Direct copying of paragraphs, partial or full, without quotation marks around the copied text
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation.
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is
- A 'cut and paste' of statements from multiple sources
- Presenting as independent, work done in collaboration with others
- Copying or adapting another student's original work into a submitted assessment item
- Copying or adapting a student's own work submitted in a previous essay or assessment
- Alternatively, there will be instances when a student unintentionally fails to cite sources or to do so adequately

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assignment.

How to reference

Students are to be encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.

- *To succeed, the team will rely on both task process and group process' (Dwyer, Hopwood 2010, p. 239)*

A reference may be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- *Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.*

Remember using the words of another author [not yourself] should be used to support what you have said whether in favour or as an argument.

Reference List

At the end of the students work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication
- the publisher
- place of publication

Example

- *Dwyer, J and Hopwood, N, 2010, Management Strategies and Skills, Sydney, McGraw Hill Australia*

Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

- That John Howard was the Prime Minister of Australia (common fact of history)
- That humans need food and water for survival (common sense observation)
- That the "Bunyip" is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

Cheating

Cheating is defined as "a form of deceit with a view to gaining an advantage for the cheat. At Core Industry Training, cheating is usually related to taking unauthorised material into assessments. Our trainers have a responsibility to explain clearly expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

Dealing with plagiarism

In the case of suspected plagiarism, the staff member will report the incident to senior management who, in consultation with the staff member will determine if the plagiarism has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the student.

They will:

- consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional)
- identify if the student has been previously warned of plagiarism; and
- determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences).

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment.

If, after consideration of the above factors it is determined that the plagiarism was intentional, the student's work is not to be accepted and will be required to be re-submitted in full. The student will be given a formal warning (in writing) explaining the seriousness of the incident and the consequences if the student is found to plagiarise again.

Students who commit plagiarism after being formally warned are to be withdrawn from the program they are enrolled and issued with a refund of their tuition fees less all expenses incurred by Core Industry Training up to the point of their withdrawal.

REASONABLE ADJUSTMENT

Reasonable adjustment is the term applied to modifying the learning environment or making changes to the training delivered to assist a student who may have a barrier to completing training and assessment in the formal manner applied.

A reasonable adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

Core Industry Training makes reasonable adjustments in assessment practices to ensure that all students have the same learning and assessment opportunities regardless of their individual needs. It is not designed to give any one student an advantage over others.

Reasonable adjustment applied to participation in teaching, learning and assessment activities and can include:

- customising training and assessment resources (verbal/written)
- modifying the presentation medium
- learner support
- use of assistive / adaptive technologies
- making information accessible both prior to enrolment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

Any decision about the most suitable adjustment option for the student should be made in full consultation with the student.

TRAINER COMPETENCY REQUIREMENTS

Trainers and assessors employed by Core Industry Training are required to meet specific requirements to deliver training and assessment services. This includes formal qualifications and a broad industry knowledge and experience. They are also required to hold the current TAE teaching qualification.

We also require our trainers/assessors to undertake continued professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

CORE ADMINISTRATION INFORMATION

ADVERTISING AND MARKETING

Core Industry Training ensures that marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with scope of registration.

When advertising our products, we will:

- not provide any guarantees to students about the successful completion of training or any particular employment outcome that is outside of the control of Core Industry Training
- only advertise those qualifications or units of competency that are listed as current on the Core Industry Training scope of registration
- identify qualifications in advertising by their full code and title as they appear in the training package and not to represent these qualifications or units of competency in any other way
- maintain a clear distinction between nationally endorsed training being offered and other non-accredited training being offered by Core Industry Training
- identify Core Industry Training in any marketing material by its full RTO code and legal name
- not refer to another person or organisation in any marketing material without obtaining prior consent and approval
- clearly distinguish where training and assessment is being delivered on behalf of Core Industry Training by any third- party organisation
- include details about any government funded subsidy or other financial support arrangements associated with the provision of training and assessment

Informing students of their rights and obligations

Core Industry Training will inform students prior to their enrolment about their rights and obligations, about the services to be provided and about the payment of fees, other charges and refund arrangements.

PARTNERSHIP/THIRD PARTY ARRANGEMENTS

Core Industry Training acknowledges that we are accountable for the quality of training and assessment provided on our behalf. We therefore ensure that any partnership arrangements are underpinned by a clearly articulated agreement that fully expresses the roles and responsibilities of each party and that the arrangements to monitor compliance with these arrangements to ensure students receive quality training and assessment.

What are partnering arrangements?

A partnering arrangement exists where an organisation (which may or may not be an RTO) enters into an agreement to undertake recruitment, training and/or assessment services on behalf of Core Industry Training.

These partnerships are monitored by Core to ensure that services being delivered as being done so to the highest possible standard.

Issuing qualifications and statements of attainment

At all times, students are enrolled with Core Industry Training, who remain responsible for issuing qualifications or statements of attainment.

Core Industry Training does not support the dual branding on qualification certificates or statements of attainment

Managing complaints and appeals

Students undertaking training with partnering organisations have the same rights and obligations as students completing their training directly with Core Industry Training. This includes the right to make a complaint about services being provided or to appeal any decision that Core Industry Training or the partnering organisation may make. The handling of complaints associated with partnering arrangements is to be in accordance with the complaints and appeals process in this Handbook.

INDUSTRY ENGAGEMENT

At Core Industry Training we recognise that engagement with industry representatives is critically important to developing training and assessment strategies and resources that accurately reflect the needs of industry and the expectation of students.

Core Industry Training implements a range of strategies for industry engagement and systematically uses the outcomes of industry engagement to ensure the industry relevance of our training and assessment strategies, practices and resources, and the current industry skills of its trainers and assessors.

CONTINUOUS IMPROVEMENT

At Core Industry Training we are committed to the continuous improvement of our training and assessment services, student, and administrative management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

We obtain and encourage feedback from our students through formal mechanism such as end of course surveys and student complaints, as well as informal feedback such as emails, phone calls or discussions with your trainer.

Any feedback received (positive or negative) is fed back through our continuous improvement systems to improve our services and resources.

If you have any questions about the content within this handbook – please contact our office. We wish you the best of luck with your learning journey. Good luck!

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