



THE SERVICE TRADES COLLEGE
AUSTRALIA

RTO: 31239



Student Handbook



Contents

The Service Trades College Contacts.....	5
Programs	5
Vision.....	6
Our Approach.....	6
Our Values.....	6
Work Health and Safety	6
Incident and Investigation Report	7
Under 18's Rights to Safety and Participation	7
Evacuation Procedures.....	7
First Aid	7
No Smoking Policy.....	7
Privacy.....	7
Changes to Personal Details.....	8
How to get access to your file	8
Use of Photographs and Videos	8
Valuables.....	8
Enrolment, orientation and support	8
Enrolment	9
Orientation.....	9
Language, literacy and numeracy Support.....	9
Support Plans	10
Distance Learning	10
Equity and Access Ability Services.....	10
Anti-Discrimination and Harassment	10
Student Conduct	10
Fees, charges & enrolment status changes.....	11
Fees and charges.....	11
Apprenticeship Tuition Fees.....	12
QLD Partial exemption	12
QLD Full exemption.....	13
NSW Fee Free Apprenticeship Eligibility	13
Cancellations	13
Refunds	14
Post Trade Tuition Fees	14
Cancellation and Refund of Fees	14
Educational Standards.....	15
Online Training.....	15
Credit Transfer	15
Recognition of Prior Learning.....	15
RPL Timeframe	16
Assessment	16
How will I be assessed?	16
Results.....	16
Training Plan.....	17
Failure to make reasonable progress	17
Completion Process.....	17
Qualification Issue.....	17
Records Management	17
Complaints and Appeals.....	18
Discover your Campuses	19
Beenleigh.....	19
Parking	19



Public Transport	19
Facilities.....	19
Brendale.....	20
Parking	20
Public Transport	20
Facilities.....	20
Go Wireless	20
Travel and Accommodation Subsidies	20
Glenwood.....	21
Parking	21
Public Transport	21
Facilities.....	21
Further Information	22

Introduction

Welcome to The Service Trades College Australia (STC), the Registered Training Organisation that will deliver your training and assessment.

STC's mission is to deliver quality training which is effective, proactive, timely and beneficial for participants of the fire industry.

STC expects all those to whom its policies and procedures apply—including staff and students—to do the following:

- **Impartiality**
 - Treat all people equally, fairly, and with respect
 - Base actions, decisions and advice on all relevant evidence
 - Implement STC policy and procedures equitably.
- **Integrity**
 - Maintain students', Trainers' and Assessors' trust by acting in their interests, and in STC's interests
 - Report any behaviour that contravenes STC's policies.
- **Accountability**
 - Achieve results through the best use of STC's financial, physical, human resources, and through student participation.
- **Responsiveness**
 - Provide services promptly
 - Provide information to which a person is entitled, promptly and in an appropriate form
 - Provide information that is accurate, current and complete.

STC's policies apply to the STC Board of Directors and all workplace and training participants—whether they are full- and part-time, casual and volunteers.

Any person concerned about breaches of STC's policies should raise the matter with the Chief Executive Officer (CEO). In particular, they must not ignore, allow, permit, aid, encourage, foster, reward or instruct any form of unlawful behaviour. The CEO will investigate any matter raised and take action on it, confidentially and respecting the person's wishes, in line with STC's procedures.



The Service Trades College Contacts

Position	Name	Contact Number	Email
Lead Trainer (QLD Campus)	Nathan Morgan	07 3255 5698	nathan@tstca.com.au
Administrative Manager	Martha Braidwood	07 3255 5698	martha.braidwood@tstca.com.au
Training Coordinator (Apprenticeships)	Monica Young	07 3255 5698	monica.young@tstca.com.au
Training Coordinator (Post Trade)	Justin Young	07 3255 5698	justin@tstca.com.au

Programs

The Service Trades College delivers the following programs:	
CPC32413	Certificate III in Plumbing
CPC32513	Certificate III in Plumbing (Mechanical Services)
CPCPMS3034A	Install Medical Gas Pipelines
30903QLD	Certificate IV in Fire Systems Compliance
CPCPWT4022A	Commission and maintain backflow prevention devices
CPCPWT4023A	Commission and maintain hot and heated water temperature control devices
QLD344REP1A	Prepare a fire protection certification statement or report

Vision

The Service Trades College Australia is a not-for-profit organisation which leads the development and the delivery of high quality, flexible, industry focused training, for the Service Trades industries in Queensland, Australia and beyond.

Our Approach

The Service Trades College Australia demonstrates a passion and commitment that makes us an integral part of the Service Trades sector. We nurture and mentor our apprentices and trades people, so that our results continue to speak for themselves for years to come. We maintain strong links with industry, union and employers' associations to ensure our training is cutting edge and provides value for money.

Our approach focuses on:

- Development of consultative partnerships with our clients
- Provision of tailored and quality solutions that reflect workplace practices
- Creation of training environments that encourage learners to innovate and share
- Ongoing research into national and international best practice in employment services.

Our Values

- Honest and open communication with our clients
- Meeting contractual timelines
- Respecting client confidentiality

Health, Safety and Rights

The Service Trades College Australia recognises its moral and legal responsibilities under Occupational Health and Safety (OH&S) legislation to provide a safe and healthy work environment. The law also allocates responsibility to the people to whom this policy applies to ensure a safe and healthy environment.

STC will:

- provide a safe and healthy workplace and working conditions
- provide training to enable all staff to work safely
- comply with all relevant legislation and industry standards
- provide support and assistance to staff and students
- provide adequate resources to aid staff and students to fulfil their responsibilities (including a first-aid box available to staff and students)
- record and investigate all reported injuries, accidents and near misses, and take action to prevent them recurring
- conduct regular hazard audits of its premises & of any external training venue reviews.

The delivery and assessment of all programs incorporates relevant OH&S requirements. STC has OH&S procedures specific to the delivery and assessment of its programs.

While at work, all STC staff will:

- take reasonable care to ensure all health and safety procedures are implemented at all times for everyone
- identify and support measures to eliminate or minimise unsafe conditions
- assume personal responsibility for their own safety and for those of other work colleagues by always operating in a safe and appropriate manner.

Smoking and Alcohol Policy

STC prohibits smoking, and the possession and use of alcohol and/or illegal drugs, on its premises. Signage is available to direct to designated smoking areas.

How to help with Occupational Health and Safety

- Read the *Emergency evacuation notice* prominently displayed around the venue
- Be familiar with emergency exits, assembly points, and pathways between them
- If you are at the scene of an accident, near miss or injury, you must not touch or disturb anything, until the Occupational Health and Safety Officer has investigated it
- If you witness, or are involved in, an accident, near miss or injury, the Occupational Health and Safety Officer might need you to make a statement
- If we need to conduct an emergency evacuation:
 - obey all instructions from the coordinating staff member
 - keep moving calmly and quickly to the assembly point
 - do not re-enter the building until a staff member says it is safe to do so.

Under 18's Rights to Safety and Participation

STC provides a safe and protective environment for all students, including students under 18 years old. Students under 18 may be less mature or socially skilled than older students and may require:

- greater protection from bullying/harassment
- modelling and teaching of positive social skills, and a greater level of support
- a greater level of care from the Trainer/Assessor, to assess risk, provide a safe environment and adequate supervision
- learning and assessment tasks most suited to their age group.

A student 17 years of age or less who is currently enrolled in a secondary school and who does a STC course to contribute to their secondary school course may do so with the written permission of the secondary school principal.

If a young student demonstrates, over a period of time, that they are not sufficiently mature to undertake a course, STC will provide additional support, in line with the **Student support policy**.

All STC staff must have a 'Working with Children Check'.

If you are under 18 years of age ...

- Before classes begin, we will discuss with you the support STC provides for students under 18
- If necessary, we will organise educational or welfare support, as above
- At least three times a year, we will check to see how you are finding your course, and identify any welfare or support issues that may need to be addressed
- Your Trainer/Assessor has been briefed about how to recognise the signs of child abuse, which are:
 - physical signs of abuse or neglect
 - behavioural signs of abuse or neglect
 - if the child discloses they have been abused.
- If they suspect child abuse is occurring, they will immediately report it to the Student Support and Welfare Officer, who will act to determine whether there is a reasonable suspicion that child abuse is occurring. If they determine this, they must report it to the Department of Human Services.

STC encourages persons under 18 who use our services to 'have a say' about things that are important to them. We teach persons under 18 about what they can do if they feel unsafe. We listen to and act on any concerns persons under 18, or their parents raise with us.

STC welcomes feedback in all its forms, whether a young person chooses to speak directly to the STC under 18s Safety Officer, a trainer and assessor, or to a member of staff. This contact can be verbal or written and STC will work with the person to ensure that their views are heard and issues addressed whether they be specific or generic.

Workplace Safety

You owe it to yourself, those close to you and your fellow Students, not to place yourself in a position to undertake unnecessary risks, whether at work or at STC. You play a vital role in protecting yourself and others from hazards and hazardous situations by following safe procedures and correct work practices.

STC staff encourage an active interest in health & safety throughout the workplace. We will discuss and resolve issues relevant to the workplace, and assist in identifying training needs.

Obligations of workers and other persons

Workers and other persons at the workplace are:

- not to endanger their own health and safety or that of others at the workplace
- to follow instructions given to ensure health and safety
- not to wilfully or recklessly interfere with, or misuse anything provided to ensure health and safety; and
- to use personal protective equipment provided to carry out the work safely.

This means as a Student at STC you should:

- conduct your work and training in a safe way and follow the procedure compiled for the work
- use the personal protective equipment (PPE) provided and maintain it when necessary
- have correct knowledge of machinery and its correct safety procedures before beginning operation, including location of safety switches (e.g. emergency stop buttons)
 - report any faulty machinery and tools to your Trainer
 - report any hazards or unsafe conditions to your Trainer
 - Follow directions issued by your Trainer
 - report any injuries, illness and close calls (near misses); and
 - keep your work area in a clean and tidy state.

Hazard Reporting

A Hazard is something that could cause injury or damage to person and plant.

As you go about your training, you will identify hazards that could present a safety risk to yourself, other Students or the general public. If you cannot immediately rectify these concerns, report these concerns to your Trainer.

It is everyone's responsibility to report hazards.

Safe work procedures

Safe working procedures have been established for training activities. If you are unsure how

to conduct a particular task in the safe way, ask your Trainer.

As safety is everyone's responsibility, STC encourages open communication and consultation on workplace health and safety matters. Speak to your Trainer if you have any concerns or suggestions on how to improve workplace health and safety.

First Aid

In cases where First Aid is required, notify a staff member who will look after you and contact a qualified First Aid Officer. The names and photos of the Fire Wardens and First Aid Officers are placed on the notice board for immediate access.

Manual Handling

Manual handling is involved in nearly all work performed in our industry. Manual handling must be conducted in a manner that enables you to avoid sprain and strain injuries, especially to your back.

Injuries are sustained through:

- bad working habits:
 - bending
 - twisting
 - slouching
 - arms raised
 - carrying a load too far from your body.
- incorrect lifting or handling practices
- poor habitual postures
- repetitive work; and
- vibration.

Rules for lifting

Ask yourself questions such as:


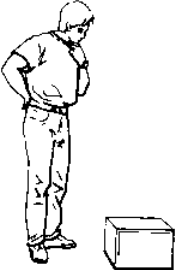





- can I use mechanical lifting aids to do the work?
- is the load too heavy?
- can I slide it instead of lifting it (push - don't pull)?
- is the load in my safe lifting zone?
- must I twist or stretch to get to the load?
- have I stretched my muscles to warm up before lifting?
- is the pathway clear of obstacles?
- can I see where I am going?
- do I need assistance?

Team lifting

If an object is awkward and you believe it is too heavy for you to lift:

- ask a co-worker for assistance
- select the same size people to carry the object
- lift the object together; and
- talk to each other when lifting and lowering to ensure coordination.

Safe manual handling

<p>STEP 1 - Plan for the lift:</p> <ul style="list-style-type: none"> • decide where the load is to be placed • make sure your path is clear. 	<p>STEP 2 - Prepare for the lift</p> <ul style="list-style-type: none"> • assess the weight of the load • decide how it is to be handled. 
<p>STEP 3 - Determine the technique:</p> <ul style="list-style-type: none"> • stand close to the load • adopt a balanced stance • avoid twisting, bending and reaching. 	<p>STEP 4 - Starting the lift:</p> <ul style="list-style-type: none"> • bend your knees • ensure a firm grip. 
<p>STEP 5 - Lifting:</p> <ul style="list-style-type: none"> • lift with your legs - let the leg muscles do the work • maintain your natural back and lift smoothly. 	<p>STEP 6 - Moving:</p> <ul style="list-style-type: none"> • keep load close • maintain the natural spine position • don't twist your back, move your feet. 
<p>STEP 7 - Lowering load:</p> <ul style="list-style-type: none"> • use your leg muscles to lower the load • keep your back as natural as possible. This applies whether you are lifting or lowering a load • bend in a semi-squat, don't twist your body. 	

Personal Protective Equipment (PPE)

PPE is the method used to protect workers when the risk cannot be completely eliminated or

removed STC has all PPE necessary for you to carry-out your training in a safe environment.

It is your responsibility to have all your own PPE (long pants, Long sleeve cotton shirts and safety boots) and you may be asked to leave the training if you have not reported to training without these items. STC will supply PPE required for equipment use and instruct you on their proper use to enable training to be undertaken in a safe manner.

Clothing and safety footwear

STC requires Students to dress in long trousers, steel-cap protective footwear and long sleeve 100% cotton high visibility work shirt, or as directed by your trainer.

Face and eye protection

Suitable eye protection must be worn where there is a risk of eye injury.

Appropriate safety glasses, goggles or face shields as appropriate are to be worn when there is a risk of injury from drilling, grinding using power tools & other recognised work activities.

Chemical safety goggles or face shields are required when handling chemicals.

Hearing protection

Exposure to a high level of noise, above what's considered 'excessive noise' 85 dB(A) as part of normal work or training, must wear the appropriate hearing protection.

Noise levels examples

Item	dB(A) Rating for Operator	Time limit without protection	dB(A) Rating 5 metre distance
Wacker Packer	104	6 minutes	99
Post Hole Digger	105	4 minutes	93
Stihl Chain Saw	112	1minute	96
Stihl Quick Cut Saw	105	4 minutes	93
Stihl Brush Cutter	91	2 hours	
Stihl Trimmer FS86	90	2.5 hours	
Lawn Mower	90	2.5 hours	
Concrete Mixer	97	30 min	87
Electric Saw	103	7 minutes	

A sticker or some other indication of the noise level should be placed onto equipment.
Hearing protection must be worn when:

- working with noisy tools, plant, equipment; or
- a mandatory sign indicating “Hearing protection must be worn” is displayed.

As a general guide if you have to raise your voice to be understood by another person 2 metres away, you probably need hearing protection.

Respiratory protection

Dust, fibres, solvents, glues and chemicals can damage your respiratory system, with the negative effect sometimes not evident for many years. Every attempt should be made to extract dusts, fumes etc before relying on PPE.

Respiratory protective equipment is to be worn:

- to protect yourself or others; and
- where there is a risk from harmful dust, fumes, vapours or gases.

Hand protection

As your training requires the continuous handling of tools, materials and substances, hands and fingers need to be protected.

Situations for hand protection:

- appropriate gloves are to be used when handling materials or when using acids, solvents, lime, cement or the like
- puncture proof gloves are to be worn when handling sharp objects (glass, palm tree needles); and
- use barrier cream on your hands as needed.

Housekeeping

The tidier the training environment, the safer it will be. You should clean up as you go, by:

- keeping floors and work benches clear of rubbish
- keeping walkways clear
- putting rubbish in the bin or a designated area
- cleaning up spills immediately
- storing tools and equipment in their appropriate area.

Signage

Different signs will be displayed throughout the training centre to identify certain hazards

Each coloured sign means different conditions:

- Blue and White - mandatory sign you must follow the instruction (eg. Safety Helmets Must Be Worn).
- Green and White - information sign indicating safe conditions (eg. First Aid).

- Red, Black and White - danger sign indicating a danger (eg. DANGER - Switchboard 415 Volts).
- Yellow - caution sign indicating to take caution (eg. CAUTION - Explosive Power Tool in Use).

Barriers

Safety barriers are recognised as a way of designating a work area and to limit access.

When using barriers:

- always ensure that the type of barrier is suitable for the work and the associated hazards they are protecting
- never move or interfere with a barrier unless directed by your Trainer.

Electrical safety

Electricity has the potential to kill if used carelessly or if the equipment is defective.

The following requirements are to be adhered to:

- electrical equipment must not be used unless it has been inspected, tested and tagged
- before using power tools and electrical equipment, check the leads, plugs, guards, switches and accessories for damage and check the test tag
- piggyback plugs or double adaptors are not to be used.

Height safety

Ladders

If you use an extension ladder:

- check all ropes and pulleys
- clean and remove mud and grease from the threads
- place the ladder at a safe angle, 75° to horizontal (ratio of 1:4)
- ensure the ladder is on a firm footing
- ensure the ladder extends 1 metre above the landing
- fix the ladder securely at the top to stop it moving; and
- face the ladder when climbing.

If you use a portable step ladder:

- check the restraints on the ladder
- use only in the fully open position
- do not stand on the top 2 steps to perform work.

Working at heights

If training activities involve the risk of falling more than 2 metres, the Student must be protected by:

- a guard rail (edge protection)
- a fall protection barrier; or
- a personnel fall protection system.

If there is a possibility of falling when undertaking training activities at height, ensure that you are secured or protected by guard rails or a fall protection system (harness and lifeline).

Harness and lifelines

Safety harnesses and lifelines are to be used where there is a risk of falling from heights.

Six steps when using a harness and lifeline:

1. check the condition of the harness, belt and line
2. adjust for a comfortable and correct fit
3. check that the lifeline is not frayed
4. check the security of the line
5. check that the line cannot be snagged; and
6. check that the anchor point is secure.

Safety harness and lifelines are to be inspected by the user prior to, and after every use. Your life depends on these inspections. Any piece of equipment which has been used to arrest a fall is to be withdrawn.

Specific equipment

Plant and machinery

When working with plant and machinery the following precautions must be taken:

- comply with the specific safe working procedures
- report any malfunctions and defects immediately
- tagging or lockout is not to be removed by any person other than the person who instigated the tagging or lockout procedure.

Machine guarding

Never remove a guard from a tool, machine or equipment. If you find a guard has been removed, do not use the tool, machine or equipment and report it immediately.

Oxy-acetylene, welding work

These precautions should be taken when undertaking oxy-acetylene and welding work:

- always ensure no flammables or other combustible materials are in the vicinity
- protective screens are to be placed to isolate the work area
- always transport, store and use gas bottles in a vertical position (secure in their trolley)
- when a cylinder is empty, close the valve, remove gauges, fit the protective cap and mark EMPTY
- check gauges, hoses, connectors etc, for wear and damage
- wear the appropriate protective equipment
- ensure flash back arrestors are fitted

- ensure gas cylinders are secured properly; and
- ensure a fire extinguisher is near the work area.

Compressed air

Serious injury can result from compressed air if misused or mistreated. Never direct compressed air against yourself or anyone else as it may result in injury; and regularly check the equipment and fittings for faults.

Power tools

When using power tools:

- always use with a fixed or portable safety switch
- don't operate in wet conditions
- regularly check to ensure it has been tested, tagged and in good condition
- store power tools properly when finished; and
- wear the appropriate protective equipment.

Hand tools

Hand tools are not regarded as dangerous, however a large number of injuries involving hand tools occur.

When using hand tools always:

- use the right tool for the job and use it correctly
- regularly inspect your hand tools for wear
- store tools correctly when not in use; and
- wear the appropriate protective equipment.

Incident/Accident Reporting

In the instance of an incident, all parties involved would be required to complete the WHSF-013 Incident and Investigation Report form, and hand it in to the administration office on the day.

Near misses

If you experience a near miss incident – report it to your Trainer immediately. Remember the next one might not miss!

Slip, trips and falls

The risks of slips, trips and falls can be reduced by:

- keeping walkways clear of hazards
- wearing boots or shoes with good treads
- using the walkways, stairs and handrails when provided
- observing safety barricades, edge protection and signs

- cleaning up spills immediately
- checking ladders and the like are in good condition; and
- using the safety equipment provided.

Minor injury

Report any injury no matter how minor immediately to your Trainer.

Injury

If you witness an accident:

- stay calm
- never place yourself in danger
- call for assistance
- do what you can to assist the injured person
- if a person with authority gives you instructions, follow them; and
- cooperate with the persons conducting the accident investigation.

Incident / Accident Investigation

Incidents and accidents will be investigated.

If you are witness to an accident:

- inform your Trainer you witnessed the accident
- cooperate with the investigators; and
- inform the investigators of what you actually saw.

Learner Code of Conduct

Our aim is to provide quality learning for our students and for each student to have an equal opportunity to learn in a supportive manner. STC insists that students must maintain a high standard of behaviour within the premises of the college and must not indulge in acts which may result in damage to property or unduly interfere with the comfort or convenience of any person lawfully entitled to be within the college premises.

In regard to the above, college considers the following important:

- Respect for each other and STC staff
- Clean and safe working environment
- Equal rights for all students
- Punctuality and maintaining required attendance standards
- Notifying in a timely manner your inability to attend class
- Respect for each other's and the college property
- Following any reasonable instructions from the college staff.

Emergency Procedures

Your Trainer will provide you with the relevant information relating to fire, workplace or site

evacuation, bomb threat and medical emergency.

Fire

If you discover a fire:

- alert other persons to the fire
- immediately advise your Trainer, who will contact the fire services
- if safe to do so, attend to the immediate danger to people
- if safe, attend to the fire; and
- do not risk personal safety in an effort to protect property.

Emergency evacuation

If you become involved in an emergency evacuation from a building:

- follow instructions given to you by the fire control officers
- leave the building by the designated exit
- go to the designated assembly area
- do not run or crowd exits; and
- do not return to the building unless instructed.

Medical emergency

In the case of an emergency procedure:

- first – stay calm
- check for danger to yourself before assisting the casualty
- if able, apply basic first aid
- report to your Trainer as soon as possible.

You need to:

- know the identity of your first aid officer and the location of the nearest first aid kit
- inform your Trainer of the injury and record any first aid equipment and medical treatment in the book provided; and
- inform your Trainer if the first aid equipment is running low.

Hygiene

Ensure personal hygiene by:

- cleaning and covering all cuts and abrasions
- washing your hands thoroughly with soap and water especially:
 - after conducting any work
 - after contact with chemicals or contaminated materials
 - after first aid treatment
 - after toilet visits
 - before eating, drinking or smoking.
- avoid using other workers personal protective equipment
- ensure that you keep your tetanus immunisation up to date.

Access and equity

Discrimination

Discrimination includes:

- **direct discrimination**, which is to treat someone less favourably due to a personal attribute, characteristic or circumstance protected by law
- **indirect discrimination**, which is to apply a policy, rule or practice that appears fair and neutral, but results in one person (or a group of people) being treated less favourably or suffering detriment, due to any of the characteristics below
- **systemic discrimination**, which is a culture and/or practices of an organisation of entrenched discriminatory thinking and decision making. These things can arise, over time, when discrimination due to any of the characteristics below is not challenged and becomes institutionalised.

It is illegal to discriminate against the person on the basis of:

- | | |
|--|---|
| • age | • marital status |
| • breastfeeding | • parental status |
| • childless or a de facto spouse | • physical features |
| • gender identity | • pregnancy |
| • impairment (including physical impairment, mental illness, mental retardation) | • race (including colour, nationality, ethnic or national origin) |
| • industrial activity | • sex |
| • lawful religious or political belief or activity | • sexual orientation |
| • lawful sexual activity | • status as a carer |
| | • personal association with persons having any of the above attributes. |

Bullying and harassment can be discrimination when they happen against a person on the basis of the above characteristics. Bullying and harassment can be verbal, physical or in writing, and includes behaviour that intimidates, degrades or humiliates another person. In most cases, it is persistent and happens over a period of time, but can also be a one-off event. It includes:

- publicly humiliating someone
- verbal abuse
- spreading malicious rumours or gossip
- single or multiple incidents
- written or verbal statements and gestures
- graffiti
- initiation practices.

Bullying and harassment can also occur outside work time and the workplace (such as at an external training conference, a work social activity or via social media).

Sexual harassment

Sexual harassment is unwanted, unwelcome or uninvited behaviour of a sexual nature that results in a person or a group of people feeling humiliated, intimidated or offended. It is unlawful to sexually harass someone in the workplace, or in any other work-related context.

Sexual harassment is ILLEGAL.

Sexual harassment can take many different forms including physical contact, gestures, verbal comments, the display of offensive material and uninvited intimacy. It may be the result of a single incident, or of continuous behaviour. It can also include behaviour and practices that create a sexually hostile, sexually intimidating or sexually permeated environment. Sexual harassment can be blatant, subtle or covert. It can be premeditated or impromptu behaviour. It can be from male to male, male to female, female to female, or female to male. Sexual orientation is irrelevant. It is the nature of the behaviour and its impact that is assessed. Intent is irrelevant.

Examples of sexual harassment include, but are not limited to:

- taking inappropriate photographs
- stalking and delivering anonymous gifts or messages
- continued requests for dates
- unwelcome sexual advances, requests for sexual favours or sexual propositions
- unwelcome comments about a person's sex life or physical appearance
- suggestive behaviour (such as staring, leering, ogling or inappropriate gestures)
- uninvited intimacy or physical contact (such as pinching, brushing up against a person, slapping, touching, kissing, cuddling or fondling)
- sexually offensive comments, taunts, slurs, jokes, innuendo or anecdotes
- sexually offensive material (such as screensavers, photographs, pin-ups or calendars, music, DVDs, YouTube, reading matter, pornography or inappropriate objects)
- sexually offensive communications (such as inappropriate letters, emails, phone calls, Skype contact, text messages, blogs, Twitter, Facebook, online chat or internet posts)
- indecent exposure, public masturbation, molestation, sexual assault and rape.

Sexual harassment is not consenting adult behaviour resulting from mutual attraction or respectful friendship. People to whom this policy applies who are involved in consensual relationships should always ensure that their behaviour is appropriate and professional at work, and in work-related environments, ensuring respect for their colleagues.

If a consensual relationship ends and one-party attempts to rekindle the relationship at work or in a work-related environment, any unwelcome behaviour can amount to sexual harassment.

Victimisation

Victimisation means subjecting a person to some form of detriment because they have:

- lodged a complaint of discrimination or sexual harassment
- provided information or documents regarding a complaint
- attended a conciliation conference at the Equal Opportunity & Human Rights Commission
- attended a compulsory conciliation at the Civil and Administrative Tribunal
- reasonably asserted their rights, or supported someone else's rights, under anti-discrimination laws
- refused to discriminate against another person, victimise or sexually harass them
- made an allegation that a person has acted unlawfully under anti-discrimination laws
- brought any proceeding under the *Equal Opportunity Act 2010*.

Victimisation is illegal, and STC will not tolerate it!

Racial and religious vilification

Racial and religious vilification is illegal. It includes such things as:

- making racist comments in a publication, including on the internet and by email
- making public statements at a meeting or at a public rally that incite hatred of people of a particular race or religion
- writing racist graffiti or displaying racist posters or stickers.

By law, vilification does not include an act done in private (for example, a private discussion you would not expect other people to overhear). However, the workplace is a public place. STC will not tolerate racial or religious vilification in any context in which its policies apply.

Disability

STC supports students with a physical and/or intellectual disability to fully access its training programs, as independently as possible.

In supporting students with a physical or intellectual disability, STC:

- provides mandatory disability awareness training to all staff
- provides additional targeted training for specialist staff
- values and actively promotes a culture where staff members possess and consistently demonstrate informed, inclusive, and non-discriminatory attitudes towards students with disability
- Reviews course requirements in light of information provided by students with disability to include activities and/or substitute activities that allow participation
- Provides additional support as necessary to assist students with disability to achieve their intended learning outcomes
- makes reasonable adjustments in its, training venue, service delivery, operations and resources which allow students with disability to participate and learn on the same basis as students without disability.
- consults regularly with students with disability and their parents and caregivers to develop reasonable adjustments and address concerns as they arise

- encourages students with a disability to discuss their needs, upon enrolment and at any stage during the student life cycle
- allows carers or interpreters to accompany students with a disability free of charge
- takes reasonable steps to ensure that students with disability have access to specialised support services as required
- adopts a strict stance of zero tolerance towards harassment, victimisation and discrimination

STC deals with complaints about discrimination, harassment, victimisation and vilification under its **Complaints and appeals policy and procedures**. These cover:

- hearing complaints about discrimination, sexual harassment, victimisation and vilification from staff and students
- providing support and referring onto counselling services as appropriate
- take action on complaints received
- documenting details of complaints, the actions taken, and outcomes.

Privacy

STC recognises that privacy and security of personal information is important to our students. To ensure the highest standards are maintained, STC complies with the principles of the *Information Privacy Act 2009*.

The Act also allows you to access and alter your personal information to ensure its accuracy.

STC will be collecting your personal information (e.g. enrolment form) to use and disclose for the following purposes:

- To process and manage your enrolment, attendance and progress of your training
- To report completion and assessment items to relevant external agencies and parties
- To undertake administrative tasks essential to the functioning of The College

As a matter of routine, your personal information (including attendance details, progress, and results) will be disclosed to following people, agencies and organisations:

- If you are a school-based apprentice or trainee—your school, the Queensland Studies Authority and the Queensland Tertiary Admissions Centre (for your results only).
- If you are enrolled in training paid for by your employer, or in which you consent to release information to your employer—your employer.
- If you are an apprentice or trainee—your employer / host employer
- Government departments and agencies and authorized VET related bodies.
- If you are under the age of 18—your parent / guardian (unless you have advised that you are estranged from them, you are classified as dependent).

Changes to Personal Details

To change your personal details, notify the administration office via email or in person. It is important that you keep your mailing address current, as STC may need to send materials to you during the course of your study and also your certificate or statement of attainment upon completion of your studies.

How to get access to your file

A person can gain access to the personal information STC holds about them by making a request in writing, detailing the information they seek, and by providing proof of their identity. Students will receive regular feedback regarding their progress throughout their qualification.

Use of Photographs and Videos

Upon enrolment STC asks for your written consent to use your photographs for marketing, promotion and publicity purposes. However, it is not compulsory.

Valuables

It is recommended that students do not bring valuable items to STC. If valuable items are essential to transport or study, it is the owners responsibility to ensure that such items are adequately protected from theft or damage.

STC does not accept responsibility for the security of personal items or replace any valuables that are stolen or misplaced. No responsibility will be accepted by STC for vehicles parked on its grounds. Students should promptly report any instances of theft or crime to a staff member and / or the police.

Enrolment, orientation and support

STC's number one focus is on students. We aim to help every student reach their full potential with their training programs. We offer all students comprehensive information and advice before they enrol and during enrolment; an orientation before they start their course; and a wide range of support services during their course.

Enrolment

Before and during enrolment, STC provides students with comprehensive information about:

- Entry requirements
- Fees and charges for their program
- Other requirements for their program (such as materials and personal protection equipment list)
- Arrangements for credit transfer, recognition of prior learning and articulate pathways
- The language, literacy and numeracy (LLN) test (BKSB) they must do before they start their course and the LLN help STC provides

Orientation

New students commencing a trade qualification training program, will have an induction day prior to the commencement of the training, and the post-trade students will receive an orientation session at the commencement of study. At this time, students are given comprehensive information regarding their programs of study, delivery methods, assessment methods and dates, and are made familiar with relevant policies and procedures.

Language, literacy, and numeracy Support

The course Training & Assessment Strategy specifies the Australian Core Skills Framework 'Level Indicators' for learning, reading, writing, oral communication & numeracy.

STC provides prospective students with pre-enrolment information that outlines the language, literacy, and numeracy (LLN) requirements specific to their course:

- **Language** is how we communicate by speaking and writing (including the correct use of words), as well as nonverbal ways of communicating (such as by gesture and facial expressions)
- **Literacy** is how we use language in all its forms (such as talking, listening, watching, reading and writing)
- **Numeracy** is how we use numbers (such as using arithmetic).

Some STC students may require language, literacy and numeracy support, including students:

- whose first language is not English
- with a disability
- with lower previous education and training achievement
- of Aboriginal and Torres Strait Islander origin.
- whose LLN test result is lower than the required course level
- whose Core Skills Profile for Adults test result is lower than the required course level (SA students only)

STC aims to identify a student's LLN needs:

- prior to course commencement (via diagnostic testing)
- during training and assessment (by the Trainer/Assessor observing them).

Before classes commencement, STC assess the LLN level of all students (South Australian applicants will undergo a specific Upfront Assessment of Needs). STC will organise extra support for students whose LLN level is lower than what is needed, according to the Australian Core Skills Framework level indicators for their course. This may include reasonable adjustments in assessment.

The LLN support that STC offers includes:

- ensuring that all policies and procedures are written in plain English
- testing its delivery resources and assessment tools with students to ensure they are understandable, and to identify how they can be improved
- ensuring that Trainers'/Assessors' LLN expectations do not exceed workplace requirements
- providing information in verbal and pictorial forms, as well as written
- specialist after hours classes to build competency in LLN
- referral to external LLN support and foundation skills bridging unit providers
- allowing interpreters, carers and other helpers to assist students during course delivery and assessment.

If LLN support is available through a funded program, there will be no cost to the student. If no funded program/support is available, and an LLN specialist is required, the cost will be to the student.

Upfront Assessment of Needs (South Australian students ONLY)

In line with South Australian Government requirements, prospective students who reside in South Australia are

required to undergo an Upfront Assessment of Needs prior to the commencement of training. During this process STC will determine an applicant's eligibility and entitlement to engage in subsidised training. If the prospective student is deemed eligible, STC will then conduct a comprehensive assessment using the Online Core Skills Profile for Adults (CSPA) to evaluate course suitability, support requirements, and proficiency in literacy and numeracy. The CSPA is an on-line literacy and numeracy assessment tool that provides evidence of an individual's literacy and numeracy capabilities.

The CSPA tool may identify that a prospective student needs foundation skills bridging units to enhance their literacy and numeracy up to the required level for the course. Completion of these bridging units is a condition of entry to a subsidised training place, and the individual must agree to undertake and complete the foundation skills training or support.

Support Plans

STC is committed to providing comprehensive support services to ensure your success throughout your training journey. We understand that every student is unique and may require assistance at different stages of their learning experience. STC offers a range of support services to cater to students' individual circumstances. Our dedicated support team is here to help you navigate any challenges and make the most of your time with us.

Pre-enrolment Support: STC provides pre-enrolment support to guide prospective students through the process. Our knowledgeable staff can assist prospective students with course selection, eligibility criteria, and any questions about our programs. We want to ensure that prospective students make informed decisions about their training pathways.

Customised Training Plans: To cater to specific student needs or identified barriers, and to maximise learning outcomes, STC offer personalised student training plans. Detailed proposed training plans are issued to both the apprentice and employer up to 18 months in advance so that consideration to special needs or circumstances and any subsequent variations can be made. STC offers a diverse selection of training delivery dates that can accommodate the majority of individual circumstances. If classes are missed there are multiple occasions each year where the classes can be made up.

Educational Support: Throughout your training, our trainers and assessors are dedicated to providing a supportive learning environment. They are available to answer your questions, provide clarification, and offer guidance on course content. If you require additional assistance, STC provides educational support and referral to students who need it. This may be special help by its own staff, or referral to external programs or educational support providers.

Disability Support: STC is committed to promoting inclusivity and ensuring equal access to education for students with disability. If you have a disability or specific learning needs, our disability support services can assist you. We will work closely with you to identify reasonable adjustments, accommodations, and assistive technologies to facilitate your learning and assessment processes. STC provides disability support and referral to students who need it. STC may provide special help via its own specialist staff, or referral to external resources or disability support providers.

Welfare Support: At STC, we prioritise the well-being and welfare of our students. We understand that personal challenges can impact your ability to focus on your studies. STC provides confidential welfare support and referral to students who need it. Our support team can provide referrals to external support services and organisations that specialise in areas such as apprentice support, mental health, disability, and diversity. Information about support and welfare services can be found at the end of this publication.

Distance Learning

Students studying externally, or online, may request resources to be sent to their email and/or postal address. Post-trade students are expected to have access to the current and relevant standards organised prior to their enrolment.

Equity and Access Ability Services

STC recognises and supports the principles of access and equity, including the recognition that participants differ in their needs and abilities, and the level of service required. If students experience any barriers to their full participation in training and assessment due to any personal circumstance or characteristic, they should bring this to the Service Trades College's attention.

STC will make reasonable adjustments to ensure students are able to equitably participate in training and have equal opportunity to complete training and assessment. Students may appeal against any result that they perceive to be unfair or that arises from personal circumstances. You may also lodge a grievance or complaint if you believe you have been given unfavourable treatment.

Anti-Discrimination and Harassment

It is every student's right to a harassment free environment. Where instances of discrimination or harassment occur, they will be investigated in a confidential manner. If proved, the person responsible will be disciplined.

How to get educational or welfare support and referral

A student can contact their Trainer or Assessor or Admissions Officer/Operations Manager at anytime during business hours, or as agreed by the Trainer/Assessor, by email or mobile phone to:

- discuss the nature and extent of support and referral required (such as an extracurricular learning program)
- identify appropriate sources of support and referral
- assess whether you need referring to an external program or provider
- negotiate participation in the external program with you and your employer
- arrange the external program at your expense, if appropriate
- arrange for ongoing monitoring of your progress.

Any conversations or information shared will be held in confidence in accordance with the Australian Privacy Principles.

Fees, charges & enrolment status changes

Fees and charges

STC ensures consistent, fair and equitable fees and charges are levied to students and that this information is made available to students prior to enrolment.

In general students will be provided the following information prior to the enrolment in their chosen course:

- The total amount of all fees including course fees, tuition fees, administration fees, material fees and any other charges
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit and administration fees
- Fees and charges for additional services such as reissuance of qualifications or statement of attainment, purchase of PPE (where applicable) and purchase of uniforms, where applicable
- Policy and fees associated with damage to College property
- Cancellation, withdrawal, deferment and substitution

STC accepts no more than \$1,500 in advance from a student before their course starts. If a course is above \$1,500 a payment schedule will be developed for the remaining course fees.

Payment can be received in the form of electronic funds transfer, Visa/MasterCard or cheque made payable to STC.

Please refer to the College's website for the current policy on student fees and schedule of fees.

Apprenticeship Tuition Fees

Tuition fees are the non-government financial contribution to the cost of the training and assessment. Eligible apprentices and trainees that meet the Queensland state funding requirements will be charged student tuition fees of \$1.60 per nominal hour, which are subject to change. Tuition fees are invoiced at the commencement of each training block.

Tuition fees are also charged where an apprentice is assessed through a recognition of prior learning (RPL) process.

While the tuition fee may be paid by the apprentice, employer or parent, the fee will be charged to the employer.

If you are subject to a Queensland's Plumbers' Union EBA, these fees are payable by your employer in accordance with the EBA. For further information, please discuss with your employer or the union.

Under the NSW Government's Fee Free Apprenticeship Initiative, NSW apprentices who are funded under Smart and Skilled, and who commence subsidised training on or after 1 July 2018, are eligible for free training. For apprentices who are not eligible, the fee for a qualification delivered to an apprentice under an apprenticeship pathway is lower than for a non-apprenticeship pathway and is capped at \$2,000.

Payment plan options are available, for learners that are experiencing financial hardship. A FM – 066 Financial Hardship Request Form will be required to be submitted prior to approval for Financial Hardship.

A schedule of current fees is published on STC's website. This schedule provides a definitive list of

fees that students will be charged in relation to undertaking their course. Students can contact the office for further clarification of fees.

QLD Partial exemption

Eligible students will be charged 40 per cent of the tuition fees where the participant falls into one or more of the following exemptions;

- (a) The participant holds a Health Care Card or Pensioner Concession Card issued under Commonwealth law, or is the partner or a dependant of a person who holds a Health Care Card or Pensioner Concession Card, and is named on the card.
- (b) The participant issues the SAS with an official form under Commonwealth law confirming that the participant, his or her partner or the person of whom the participant is a dependant, is entitled to concessions under a Health Care Card or Pensioner Concession Card.
- (c) The participant is an Aboriginal or Torres Strait Islander person. Acceptable evidence is as stated on the Training Contract and Enrolment Form.

QLD Full exemption

Eligible students will not be charged tuition fees where the participant falls into one or more of the following exemption;

- (a) Where payment of the student contribution fee would cause extreme financial hardship, then the SAS may waive these fees.
- (b) The participant is a school-based apprentice or trainee
- (c) The participant is undertaking a qualification as part of the Skilling Queenslanders for Work – Work Skills Traineeship program.
- (d) The participant is under the age of 21 years at the commencement of their apprenticeship.
- (e) Where credit transfer/national recognition has been applied to a unit of competency (please be aware that the student will still be required to pay tuition fees for units of competencies that have not been granted competent from prior learning)

NSW Fee Free Apprenticeship Eligibility

- 1. Apprentice who commence subsidised training for the first time on or after 1 July 2018; and
- 2. Apprentices whose apprenticeship is cancelled and subsequently recommence a apprenticeship in the same vocation with a different employer, and recommence subsidised training on or after 1 July 2018
- 3. Apprentices whose apprenticeship is cancelled and subsequently commence a new vocation with a same/different employer, and commence in subsidised training on or after 1 July 2018
- 4. An apprentice who has completed an apprenticeship and is undertaking a subsequent apprenticeship and is commencing the subsidised training in the subsequent apprenticeship on or after 1 July 2018

Cancellations

Students who cancel a unit of competency/module must contact the office immediately. Students will be advised that the cancellation must be by mutual agreement with their employer and to state valid reasons for the cancellation. Students will be provided an alternative date for the unit of competency and formal correspondence confirming the change to course dates.

Apprentices are also able to cancel their training contract at any time provided they have mutual agreement from their employer. Where an apprentice intends to cancel their training contract and

ultimately their enrolment, they will be advised by STC to complete a Cancellation Form prior to their enrolment being cancelled. This form can be sent to STC for forwarding direct to the department.

Where an apprentice does not respond to a training request or fails to make progression the employer will be contacted first by STC Administration Staff to ascertain the reason the apprentice has failed to make progress in the apprenticeship. The employer must be made aware of the contractual agreement and the apprentice rebooked for training.

Refunds

Tuition fees **will not be refunded** to students for those units of competency/modules that have been trained at STC. Refund of tuition fees will only be considered by the College in exceptional circumstances i.e. financial hardship, medical reasons or extraordinary circumstances. The student may complete a Refund Request Form for full or partial refund and forward this to the STC Administration Staff. The STC Administration Staff will then determine whether the application is approved, and if approved, will ensure a full or partial refund is paid to the student.

Deferment

STC will give a student a pro-rata credit if they cannot continue the course for unavoidable reasons. They can use the credit to pay for a future course of their choice, and they can transfer it to another person or people in their company. The credit is non-refundable.

Continuity of Service

Once a student has started their course, STC will ensure, to the best of its ability, the provision of training and assessment services through to when they complete their course.

If STC becomes no longer able to provide the services itself (due to, for example, low staff numbers or its closure), it will endeavour to organise a place for the student at the most conveniently located RTO. STC will not be liable for associated costs (such as, for example, travel and accommodation to the new RTO).

ASQA can also assist in regard to provider closures, for more information on this [Click Here](#)

Post Trade Tuition Fees

Cancellation and Refund of Fees

STC is committed to offering the best possible training and assessment products and services to its students and corporate clients.

STC reserves the right to cancel a course if an insufficient number of students enrol in it. For the same reason STC may change or postpone course dates when circumstances beyond its control require it to do so. The student or employer will be provided an alternative date. STC reserves the right to provide an alternative date within a reasonable time frame, which will be no longer than 6 weeks from the date of cancellation. Where alternative training dates do not suit the student or employer, within 7 days of being notified of the new date, a full refund of fees will be made within 30 days of receipt of application for refund.

A student or employer is able to cancel a course within 10 days of the enrolment confirmation date (Cooling off period). Upon confirmation of cancellation within the cooling off period, the student or employer is eligible to receive a reimbursement of the full course fee. After the cooling off period has lapsed or if the student has accessed learning resources, the student or employer waives

his/her/their right to request a refund.

Further, STC recognises that there may be special circumstances whereby students or corporate clients may have to cancel their course/unit of competency/module and where appropriate seek a refund of fees and charges. Clients who wish to cancel a course/unit of competency/module will need to apply for a refund of fees in writing to STC by completing a **Refund Request Form**, stating the reason for the request for refund and where applicable, including evidence to substantiate the claim submitted to STC General Manager for processing.

The first initial response from STC for these types of requests will be a review of the student's circumstance with a view to approving an extension of time to finish the course.

The College reserves the right to consider and approve each refund application on a case by case basis in light of each students or employers differing circumstances.

Refunds will be calculated according to the following table.

Number of days' notice	Refund
More than 10 days before course starts	Full refund of all fees, less \$200 administration fee
4 - 9 days before course starts	50% refund of fees
Within 4 days of course starting	No refund of any fees
After commencement of course	No refund of any fees
Online/correspondence courses	
Within 10 days of the enrolment confirmation date (cooling off period)	Full refund of fees

Misconduct, attendance and discipline

STC provides a supportive and quality learning environment for students, based on:

- mutual respect between students, between staff, and between students and staff
- maintenance of a clean and safe learning environment
- recognition that all students have equal rights.

STC expects all students to display a high level of personal responsibility for their learning and assessment, as they interact with other students and staff.

Students MUST:

- be punctual
- respect each other's property
- respect all staff and the facility
- respond to all reasonable instructions from staff
- notify STC if you are going to be late for class, or unable to attend class.

Students MUST NOT:

- smoke inside any buildings
- possess or use, or be under the influence, of alcohol or illegal drugs
(Any drugs other than those prescribed by a medical practitioner, or which can be purchased legally, will not be tolerated. If you are taking any prescribed medicine that may result in drowsiness or other side effects, tell your training Supervisor. If need be, inform your first aid officer in case of an emergency.)
- use offensive language or gestures
- disrupt class behaviour
- refuse to follow OH&S procedures
- gamble
- engage in sexual activity
- inappropriately use the internet
- assault anyone
- engage in criminal activity
- engage in discrimination, sexual harassment, victimisation and vilification
- possess or use weapons
- steal
- intentionally damage property.

Students must not engage in academic misconduct, including:

- plagiarism (the use of another person's work without full and clear referencing and acknowledgement)
- cheating (presenting another student's or another person's work as your own)
- collusion (a type of cheating, when two or more students fail to abide by directions from the examiner about the permitted level of collaboration on an assessment).

Attendance

STC considers as misconduct a student's failure to punctually attend, without good reason, more than 10% of their classes. A student needs to understand that a training program is a significant commitment that may challenge their resolve and endurance.

If a student is unable to attend 90% of their classes (for example, if they are, or plan to be, absent for an extended period due to ill health, work or personal reasons), they must discuss their situation with the Chief Executive Officer.

A student must tell their Trainer:

- if they change their name or address
- if they want to change their course
- if they decide not to continue their course.

Discipline

A student who engages in misconduct will be disciplined. If student misconduct has potentially serious consequences, the CEO may decide to immediately expel a student or take other action to mitigate the risk from their behaviour. It may also be required, or choose, to report the misconduct to relevant authorities.

At the CEO'S discretion, STC will deal with student misconduct in line with STC's **Student discipline** procedure. This procedure includes:

- investigation of the misconduct
- a meeting with the student, the employer's representative if the employer wishes, and a third-party if the student wishes
- discussion of the incident, respecting the student's input, before the CEO decides on a course of action.

If an employer sponsors the attendance of a student subject to the misconduct procedure, STC will report this to the employer.

At their discretion, the CEO may decide to respond to the misconduct through actions including but not limited to:

- counselling of the student
- agreement on an action plan and timeframe to stop further misconduct
- a formal warning
- ineligibility for assessment (example, in the case of class attendance falling below 90%)
- prohibition from attending class

- immediate expulsion.

As a person is legally accountable for their own behaviour, they can be held personally liable for any workplace or work-related acts of discrimination, sexual harassment, victimisation and vilification they engage in. They may be subject to criminal proceedings brought by a victim or victims, as well as disciplinary action by STC.

If you engage in misconduct ...

If the misconduct has potentially serious consequences, STC may decide to immediately expel you or take other action to mitigate the risk from your misconduct.

STC will investigate an incident of student misconduct and:

- arrange a disciplinary meeting with the student, including the employer's representative if the employer wishes, as soon as possible after the incident (the student may have a third-party present during the meeting with)
- get the student's views about the incident(s), including any extenuating circumstances, the consequences and effects of their action, and their future behaviour
- explain the disciplinary action STC may take if the student does not change their behaviour.

The student may be required to agree on a plan of action and timeframe to change their behaviour to address their misconduct.

Training and assessment strategies

STC delivers training and assessment in line with the training and assessment strategy for the course. Strategies are developed in consultation with industry and based on the requirements of the relevant Training Package.

National Training Packages

STC develops training programs using units of competency from National Training Packages. A Training Package is developed by an industry advisory body that brings together employees, employers, unions and registered training organisations (such as STC) to specify the competencies (including knowledge and skills) that people need for work in that industry. They include:

- units of competency
- which units of competency make up a particular qualification
- how a registered training organisation will conduct assessments
- resources (such as learning strategies, assessment resources and professional development materials).

Almost all jobs in all Australian industries covered by the vocational education and training system now have Training Packages, and registered training organisations base training and assessment on them. This means that training and assessment meet students', and their employers', needs.

Industry consultation

To develop its training and assessment strategies and related documents (including student's assessment guides and Assessor's assessment guide), STC uses a steering committee comprising industry and enterprise representatives, and employers of current and prospective students, to ensure that programs are of maximum benefit to students and their current and prospective employers.

Delivery methods

The steering committee identifies the most appropriate delivery methods, including:

- in the classroom
- in the workplace
- online
- distance.

It also provides advice about the learning resources required for delivery.

Assessment types

STC conducts three types of assessment:

- **diagnostic assessment** activities happen before training starts, to find out what a student knows and can do, so the Trainer can tailor the training to the student's individual needs. The results of the activities do not count toward the student's final results
- **formative assessment** activities happen during the training program, to identify how well students are learning, and to modify their training if necessary. The results of the activities may not count toward the student's final results
- **summative assessment** activities happen during and at the end of the training program, to assess the student's competence against units of competency. There will usually be several summative assessment activities for each unit of competency. The Assessor's judgement that the student is competent or not yet competent count toward their final results.

Assessment tools

Assessment tools include:

- the instrument(s) for gathering evidence (that is, the questions and activities the student must answer or do)
- the procedure(s) for gathering and interpreting evidence (that is, the information and instructions the Assessor gives to the student about how to use the assessment instrument(s).

Assessment tools must:

- assess all components of relevant units of competence including elements, performance criteria, range of variables, critical aspects of evidence, required knowledge and skills and employability skills
- focus on the application of knowledge, skills and required workplace attitudes, to the standard of performance required by the particular unit of competence: they must address the application of:
 - task skills
 - task management skills

- contingency management skills
 - job role environment skills
 - the key competencies.
- integrate knowledge and skills with their practical application across a range of learning outcomes and/or units of competence, where relevant
 - include on-the-job and off-the-job components, where required (if the assessment includes workplace simulation, it must be directly relevant to the workplace).

STC uses a range of **Assessment methods** to suit a variety of student needs, including:

- direct demonstration / observation: the student performs one or more tasks, either in the workplace or in a simulated work environment, which the Assessor observes
- indirect demonstration: the student is videoed or photographed performing one or more tasks, either in the workplace or in a simulated work environment, because the Assessor cannot observe the student directly
- written or verbal question and answer test: the student answers questions about a real or hypothetical situation to show they understand the situation and can apply relevant knowledge and skills to it
- portfolio of evidence: the student presents evidence of things they have produced at work, including:
 - schedules
 - budgets
 - reports
 - procedures
 - work samples
 - products that they made or repaired
 - logbooks
 - photographs and videos showing them performing a work task.
- simulation (the student responds to a situation it is uncommon to find in practice, such as an emergency), including:
 - scenario problem solving
 - role play.
- third-party report - the student presents documented and verified reports from a third-party (for example, a supervisor, colleague, subject expert, Trainer or other person) who can attest to the student's knowledge, skills and experience, including:
 - letters from clients
 - references
 - performance evaluations
 - prizes and awards
 - project (the student analyses or interprets a requirement, researches it and prepares a report about it).

Review

STC evaluates each course (including its resources and student performance) to ensure it provides high-quality services that meet the needs of students, employers and industry. It incorporates identified improvements into future courses and resources.

Where possible, STC seeks industry and employer input to its monitoring and evaluation activities.

Transition of Training Packages

Where there are revisions to the qualifications and/or units in a Training Package within STC's scope of registration, STC will promptly move to delivery of the revised qualifications and/or units, to minimise delivery of two versions of the same Training Package, and to give students access to the most up-to-date Training Package. STC will deliver the revised qualifications and/or units within 12 months of their publication.

Where a qualification is revised, students can:

- complete that qualification, or
- transfer to the revised qualification, with credit for units already achieved: that is, STC will give a student part-way through a course credit for units already achieved that are equivalent to the new units.

If your Training Package changes ...

- If the qualification(s) and/or unit(s) in a Training Package change, STC will determine if you have an agreement (such as an Apprenticeship Training Agreement contract) that requires you to complete the superseded qualification and/or unit(s)
- If you are eligible to move to the new qualification(s) and/or unit(s), and you will not be disadvantaged by doing so, STC will discuss and amend your training plan with you and your employer (if appropriate), taking account of any credit transfers available from equivalent units already completed under the superseded qualification(s)/unit(s)
- If you are not eligible, we will continue to teach you the superseded qualification(s)/unit(s), in line with national requirements.

Credit

STC gives students credit for formal, informal and non-formal learning that is relevant to their proposed course of study that they gained through previous formal or informal training, work experience and life experience. The student can use the credit to meet (or partly meet) entry requirements, or to reduce the amount of learning required for a qualification. Credit may be through:

- credit transfer
- recognition of prior learning (RPL)
- articulated pathways (based on an agreement between STC and another RTO or RTOs).

STC provides students with advice, information and support about applying for credit, before they enrol, and about preparing their application for credit.

STC's decisions about credit will:

- be evidence-based, academically defensible, consistent, fair and transparent
- be made promptly, so a student's access to their program is not unnecessarily delayed
- allow for credit to be used toward prerequisites or other requirements for entry into a program, or for the partial fulfillment of the requirements of the program
- be documented with written feedback available to the student, including any reasons for not giving credit.

Credit arrangements will not unfairly advantage or disadvantage either a student entering a course with credit, or a student who enters directly.

If a student applies for credit based solely on a qualification, the content of that qualification must be current. An Assessor may reject an application if the body of knowledge and/or practice in the qualification has changed significantly, and the student is not up-to-date with current practices. STC may further assess a student to determine the currency of their skills and knowledge.

STC may grant credit, but it does not guarantee a place in a course in which the credit would be available.

A student has the right to appeal a credit decision.

Credit transfer

Credit transfer is when STC allows a student to count units of competency they have previously achieved in another program (including with another provider) toward a qualification. It can reduce the number of subjects the student has to do for their qualification. STC does not assess a student for the units for which they apply for credit transfer.

STC will grant credit when the unit:

- is from an Australian Qualifications Framework qualification or statement of attainment
- is the same (that is, it has the same code and title)
- has been reviewed, resulting in minor changes to the unit code (for example A to B); this indicates that the outcomes of the unit have remained substantially the same (that is, at least 80% commonality with the original unit)
- has been transferred from another Training Package / curriculum and recoded: however, the learning outcomes remain the same.

Articulated pathways

STC ensures that pathways into and between qualifications are available to all students for all relevant qualifications. It recognises that students should have clear pathways into and out of the qualifications it offers. Pathways may be between AQF qualifications at the same level, or between qualifications at different levels.

Pathways are particularly important for STC students who are:

- dual-trade students (from another stream of plumbing or engineering, wanting to train as sprinkler fitters)
- university-qualified hydraulics engineers (wanting to undertake the Diploma of Fire Systems).

As at the last review of this policy, STC did not have agreements with other RTOs for articulated pathways.

If you want to apply for credit transfer ...

- At the orientation, we will, using the information you provided on your enrolment form, discuss with you any credit transfer you might be eligible for. We will also discuss 'articulated pathways credit': if you hold a relevant qualification and then want to do a further qualification, STC will credit them relevant units, subject to its credit policies
- We will give you a copy of the course training plan, and ask you to review each unit using www.training.gov.au, so you are familiar with the coverage and requirements of each unit of competency
- For the unit(s) for which you apply for credit transfer:
 - if your application is successful, you will be exempt from assessment
 - if your application is not successful, you must do the training and assessment for the unit(s).
- Download a *STC Application for credit transfer*. We will advise you how to complete it, and you must send the completed form, with original(s) of a relevant qualification/ statement of attainment, or a copy verified by the issuing institution(s), to the office
- If required, we will interview you about your application
- We will advise you, in writing, of the credit transfer decision
- You can appeal the decision within seven days, in line with STC's **Complaints and appeals policy**.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an acknowledgement of a person's skills and knowledge acquired through previous relevant training, work or life experience, which may be used to grant status or credit in a subject or a whole qualification. A student may apply for RPL upon enrolling with STC. The applicant must supply evidence to substantiate the claim for credit. This may be in a form of a portfolio with relevant documentation such as a resume, third party verifications, statutory declarations, photographic evidence of work performed, copies of current licenses and academic transcripts and competency conversations, etc.

RPL cannot be given for partial Units of Competency. Where a Not Yet Competent (NYC) decision is given by the assessor, a student may complete those particular units through Gap Training.

RPL Timeframe

In the case of apprentices, STC is governed by User Choice Pre-qualified Supplier policy. Due to these apprenticeship requirements, STC aims to ensure that the RPL process is commenced within three (3) months of the Training Plan being signed. Any apprenticeship learner submitting an RPL application after this period or after the commencement of their apprenticeship training (whichever is the earlier) will be advised in writing by the college that they are not eligible for RPL and will need to complete the entire apprenticeship through training.

Once the assessor receives an RPL Application from STC administration, there is a 6 – 8 week timeframe for the RPL process to be completed, exhausting all avenues of evidence gathering with the client. It is therefore important that the learner acts quickly to obtain missing evidence

so that the 6 – 8 week timeframe is met, otherwise the gap training option will be recommended for that unit. At this point, in cases where the applicant has failed to provide sufficient evidence within the specified timeframe, they will be notified in writing by the college that the RPL application has expired and they will be expected to complete the entire unit/s as part of their Training Plan.

Training and assessment delivery

STC's Trainers/Assessors maintain a high level of professional conduct, and conduct assessments that are valid, reliable, fair and flexible for students. STC makes reasonable adjustments to its training and assessment practices so it does not disadvantage particular students (such as a student with a disability, or with lower language, literacy or numeracy skills).

Auspicing arrangements

STC may auspice, through a memorandum of understanding, another registered training organisation to deliver training and assessment services on its behalf.

STC requires an auspiced RTO to provide it with:

- its commercial details
- details of Trainer/Assessor qualifications and professional development arrangements
- its training and assessment strategy for the relevant units or qualification.

Assessments

Assessment is the process of ensuring a student has the range of skills and knowledge required by a unit of competency and can apply them in the workplace.

STC conducts assessments that are:

- **valid:** assessments actually assess what they claim to assess, because Assessors collect evidence in a variety of contexts and on a number of occasions, and assessment tools assess everything they claim to, and nothing else
- **reliable:** assessments produce consistent results, every time, because the interpretation of the evidence is consistent
- **fair:** assessment tools do not disadvantage any students, and there is a confidential appeal process
- **flexible:** assessments use a range of approaches, to meet the needs of different students.

The evidence the Assessor users to assess a student must be:

- **valid:** the evidence must demonstrate competence that relates to the specific unit(s) of competency from the qualification
- **sufficient:** the student must provide sufficient evidence to cover all aspects of competency and show consistent, repeatable performance to the required standard
- **current:** the evidence must be recent, to demonstrate that the student's competence is current
- **authentic:** the evidence must belong to the candidate: where the Assessor cannot directly observe the student, they must provide supplementary evidence that the evidence is true theirs (such as a letter from their employer).

STC provides a student with an assessment guide for each year of their course which includes information about the assessment process and the diagnostic, formative and summative assessment activities they must do. The guide also records the student's work and their Assessor's comments and assessment decisions.

A student must complete—by the deadline set by their Assessor—all assessment activities for their course, unless they are given credit through credit transfer, recognition of prior learning or articulated pathways processes.

For diagnostic and formative assessment activities, the Assessor will provide the student with constructive and timely feedback their performance, and guidance about the knowledge and skills they should focus on.

For summative assessment activities, the Assessor will assess a student as:

- **Competent** (for students who have achieved all of the learning outcomes specified for that unit to the specified standard)
- **Not Yet Competent** (for students who are required to re-enrol in a unit in their endeavour to achieve competence).

If the Assessor assesses the student as not yet competent, the student must do more training, or provide more evidence to demonstrate their competence. The Assessor will reassess the student after further training, or after they provide further evidence.

If the student is an apprentice, STC complies with the legislation on *Competency Based Completions*.

Assessment intervention

The Assessor must follow STC's policies with regard to the degree of intervention permitted during assessments.

The Assessor can interact with a student undertaking a direct demonstration / observation assessment by:

- explaining the assessment requirements
- demonstrating the required skill on a separate piece of material
- holding a piece of work for the student
- offering verbal advice about a particular process
- indicating an incorrect process
- stopping the assessment if the student does not comply with OHS requirements.

The Assessor must not:

- do any part of the assessment on behalf of the student
- demonstrate the required skill on materials being used by the student for the assessment
- coach or mentor the student through the assessment.

The Assessor can interact with the student undertaking a written or verbal question and answer test by:

- explaining questions verbally
- accepting a verbal answer
- indicating which resources (such as reference books) they are to use.

The Assessor must not:

- answer a question for the student
- point out specific, relevant information the student is looking for in a resource
- coach or mentor the student through the assessment.

The Assessor can stop an assessment in the event of a breach of OHS requirements, or if they consider there is a significant risk of an OHS consequence.

‘Reasonable Adjustment’

What is Reasonable Adjustment?

Reasonable adjustment refers to any modifications and accommodations made to support students with disabilities, specific learning needs, or other barriers. These adjustments aim to remove barriers and create an inclusive learning environment, enabling students to fully participate in training and assessment as a learner without a disability or specific learning needs.

It is important to note that reasonable adjustments to the way in which performance evidence is gathered (ie. in terms of the type of evidence to be collected from the candidate) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

How Can You Access Reasonable Adjustment?

If you believe you require reasonable adjustment to support your learning needs, we encourage you to inform us as early as possible. You can do this during the pre-enrolment or enrolment process, or at any stage of your course, by advising our support staff, or by contacting your trainer or assessor directly. Open communication is essential in determining the most appropriate adjustments to meet your specific requirements.

Reassessment

If an Assessor decides that a student is ‘Not Yet Competent’, the student can do the assessment again, with a different assessment task, either in the next training block or as decided by the Assessor.

If the Assessor again decides that the student is ‘Not Yet Competent’, they can do the assessment a third time, with a different assessment task, either in the next training block or as decided by the Assessor.

If the Assessor decides on the third assessment that the student is ‘Not Yet Competent’, the student must be retrained.

During your training and assessment ...

- Read the **Student misconduct policy** carefully, including about what misconduct is, and the attendance requirements. STC will report absences, late arrivals and early departures to your employer, if you have one
- Listen carefully to all OH&S requirements the Trainer/Assessor explains and follow all OH&S instructions.
- If you feel you need education and/or welfare support, tell your Trainer/Assessor, or contact the Student Support and Welfare Officer directly.

About your assessment

- Your Assessor will give you the student's assessment guide for the year, at the start of the first class
- Your Assessor will explain:
 - STC's policy about the level of Assessor intervention permitted
 - the order in which you must complete each assessment activity
 - the conditions of assessment
 - the competency, the learning outcomes, the activities (including the percentage weighting if appropriate) and the due date for each activity
 - the paperwork requirements to document the outcomes of activities.
- The Assessor will tell you how they will conduct the assessment
- If you have special needs, the Assessor will make reasonable adjustments for you
- After the assessment, the Assessor will tell you the assessment outcomes, promptly and in a constructive way, and give you guidance about their future options
- If the Assessor assesses you as 'Not Yet Competent', they will:
 - tell you what improvement is needed to achieve competence
 - tell you where practical demonstrations did not provide sufficient evidence of competence, and need to be repeated
 - if appropriate, invite you to submit further evidence or repeat practical demonstrations to meet the standard of competence
 - negotiate a new date, time and location for another assessment.
- You can appeal the assessment decision within seven days, in line with STC's **Complaints and appeals policy**
- At the end of the course, the Trainer/Assessor will ask you to complete a student course evaluation form
- If you are an apprentice, we will organise for your employer to sign off on your competency.

Training Plan

Every apprentice must have a training plan. The training plan details the vocation, qualification title and qualification level to be undertaken by the apprentice, the sequencing and timing of the training and assessment arrangements, the mode of training delivery and the training to be delivered to the apprentice by either the employer or the SRTTO.

The training plan must be signed by the apprentice, employer, trainer and the SRTTO representative, both at the commencement to agree to the proposed plan.

Failure to make reasonable progress

The training plan in place, indicates all parties agreeing on what constitutes “reasonable progress” by the apprentice. Furthermore, the training plan must detail the competencies to be achieved during the apprenticeship, and the milestones to achieving these competencies.

When an apprentice experiences difficulties in achieving competence within the timeframe scheduled in the training plan, the SRTTO will work with the employer and the apprentice to develop a strategy to assist the apprentice to achieve competence. This strategy may include, for example, opportunity to undertake extra training and assessment, extra tuition, improved exposure to appropriate work in the workplace and/or a review of the training plan.

If, after intervention by the SRTTO, the employer decides the apprentice is still failing to make reasonable training progress in their apprenticeship, the employer must notify the office of Training Queensland of their decision in writing within 14 days.

Completion Process

Apprenticeships and traineeships in Queensland are competency based, which means when parties agree that all competencies have been achieved the apprenticeship or traineeship is completed and the qualification and completion certificate can be issued, irrespective of time served.

All parties have a role in the completion process. When all parties agree that the training and assessment is completed, the SRTTO:

- Confirms the completion date with the employer and apprentice
- Issues the qualification
- Notifies Training Queensland of the qualification issued

Qualifications/Statement of Attainment

Under the Australian Qualifications Framework (AQF)—a national framework for consistency and quality in qualifications—STC issues:

- a qualification (comprising a testamur and a record of results, to a student who successfully completes their program)
- a statement of attainment (to a student who partially completes their program).

STC issues qualifications and statements of attainment in line with the **AQF Qualifications Issuance Policy**. Issuance will occur within 30 days of the final assessment result.

STC will issue a student who successfully completes all the units of competency required for an AQF qualification or accredited course with a qualification that comprises:

- a testamur
- a record of results.

STC will issue a statement of attainment to a student who successfully completes:

- one or more units from a Training Package or an accredited short course
- a skill set (identified in a Training Package) which meets a license or regulatory requirement, or which meets a defined industry need.

The AQF qualifications and statements of attainment STC issues include:

- STC's name, national RTO code, logo and corporate seal
- the Nationally Recognised Training logo
- if it is a qualification:
 - the code and title of the qualification
 - the industry descriptor and occupational or functional stream, as applicable
 - an AQF logo or the words 'The qualification is recognised within the Australian Qualifications Framework'.
- if it is a statement of attainment:
 - the words 'A statement of attainment is issued when an individual has completed one or more accredited units'
 - a list of units of competency, showing their full title and national code.
- the date of issue
- the Chief Executive Officer's signature
- the language of delivery and assessment, if it is other than English.

STC's CEO has sole responsibility for authorising the issuance of qualifications and statements of attainment to students.

STC meets the requirements for implementing a national student identifier.

STC will reissue a qualification or statement of attainment, on request, for a fee of \$40.

Records Management

The Service Trades College Australia is committed to keeping accurate and confidential records in relation to its students and the activities conducted on their behalf. All records are maintained through a combination of manual and computer based systems designed to ensure it can provide detailed and timely information to its students.

STC's VETtrak awards register allows it to control, record and report on the qualifications and statements of attainment it issues, to reissue them if necessary, and to transfer them in the event that STC closes.

STC provides reports of records of qualifications and statements of attainment it has issued to its VET regulator, on a regular basis as determined by the regulator.

No information provided to STC as part of the enrolment process is used for any other purpose than as a record of the student for the duration of their chosen course or as required by the Department of Education.

STC archives and stores safely records relating to the issuance of qualifications and statements of attainment for 30 years.

If you want us to reissue your qualification / statement of attainment ...

- Make your request to reissue your qualification / statement of attainment in writing
- There is a \$40 reissuance fee, and STC will reissue your qualification / statement of attainment within 30 days.

Complaints and appeals

STC deals with all complaints and appeals promptly and constructively, respecting the right of students to complain or appeal if they consider they have been unjustly treated.

Staff must maintain the confidentiality of all complaints and appeals. Ensuring they only disclose details of any complaint/appeal to those who need to be involved in resolving it.

Through its continuous improvement procedure, STC will examine the details and outcomes of all complaints and appeals, to improve its services.

All STC policies and procedures do not remove any rights that complainants and appellants have under consumer protection legislation. A student also has recourse to the Australian Skills Quality Authority's complaints process.

Complaints

STC considers all complaints, promptly. It investigates the complaint (respecting the complainant's privacy and wishes) and tries to mediate with the person(s) involved. If the complaint remains unresolved, STC engages an independent mediator.

STC will take appropriate action, including disciplinary action, if a complaint is substantiated.

A complainant can appeal STC's decision about their complaint. STC will refer such appeals to an independent person, RTO or panel, with proven mediation and negotiation skills and/or industry expertise.

Appeals

A student can appeal an assessment decision within seven days of the student being advised of the decision.

If the Training Manager decides to, after reviewing the assessment evidence, STC will arrange for a reassessment by a second, qualified Assessor and will notify the student in writing of the reassessment decision. If the student is not satisfied with the reassessment decision, they can lodge a complaint under the **Complaints and appeals policy**. Reference of the complaint to other authorities (such as the police).

How to make a complaint

- Download a *STC Complaint notice*
- Complete the form and return it to the office, as soon as possible
- If you do not want to complete the form because the complaint involves personal / sensitive issues (such as discrimination, sexual harassment, victimisation or vilification), you can make a verbal complaint or appeal. To do this, contact STC to arrange to make the complaint verbally
- STC staff must handle your complaint confidentially, and supportively

- We will handle your complaint in the first instance by:
 - interviewing you (you can bring another person to the interview, if you wish) to offer our support and find out the details of the complaint
 - finding out if you have a preference for how the complaint might be resolved
 - offering you counselling and support services if you want them, while the complaint is being investigated.
- We will investigate the matter which prompted the complaint and/or consult with other persons involved in the complaint, within five working days
- We will work with you (and/or mediate between you and other persons) to resolve the complaint if possible within 15 working days
- If the complaint remains unresolved after 20 working days, we will:
 - discuss with you and/or their representative the use of an independent mediator
 - engage the independent mediator to try to resolve the complaint.
- If you are not satisfied with the outcomes of mediation, you can contact the National Training Complaints Hotline on 1800 000 674, or see <http://www.asqa.gov.au/complaints/making-a-complaint.html>.

How to appeal an assessment decision

- If you want to appeal an assessment decision, tell your Trainer/Assessor within seven days of being told the decision
- Download a *STC Request for reassessment*
- Complete the form and return it to the office, as soon as possible
- STC may arrange for a reassessment by another Assessor. If the assessment included practical demonstrations, the second Assessor will arrange for you to do the practical demonstrations again
- We will advise you, in writing, of the reassessment decision
- If you are not satisfied with the reassessment decision, you can appeal it within seven days, in line with STC's **Complaints and appeals policy**.

Risk Management

STC identifies and complies with all Commonwealth, State/Territory legislation and regulatory requirements relevant to its scope of operation.

Legislative and other compliance

Given the extent of legislation, regulation and guidance applying to the vocational education and training sector, STC defines its risks in terms of non-compliance with applicable legislation and regulation. That is, STC considers there is legislation and regulation applicable to all risks that arise through its operations.

STC must comply with the VET Quality Framework requirements under the *National Vocational Education and Training Regulator Act 2011*, which include:

- Standards for National VET Regulator (NVR) Registered Training Organisations 2012
- Fit and Proper Person Requirements 2011
- Financial Viability Risk Assessment Requirements 2011
- Data Provision Requirements 2012
- Australian Qualifications Framework (Second Edition January 2013).

STC must comply with the requirements of funding agreements with:

- Higher Education Skills Group (Victoria)
- Skills Tasmania
- Northern Territory Department of Business.

STC must comply with the National Skills Standards Council's:

- application of **AQF Qualifications Issuance Policy** guidelines
- determination about supervised Trainers/Assessors.

STC must comply with other Commonwealth and State legislation and regulatory requirements, including:

- Information Privacy Act
- Occupational Health and Safety Act
- Working with Children Act
- Equal Opportunity Act
- The Australian Consumer Law (Schedule 2 of the *Competition and Consumer Act*)
- Taxation Law and Regulations
- Company and Incorporated Associations Law and Regulations.

If the student is an apprentice, STC complies with the legislation on *Competency Based Completions*.

Risk management framework

STC manages its financial viability risks by complying with the *Financial Viability Risk Assessment Requirements 2011*.

To manage its other risks, STC draws on the Risk Assessment Framework made under the *National Vocational Education and Training Regulator Act 2011* which is a suggested risk assessment process for the National VET Regulator. Specifically, it draws on the framework's:

- principles underpinning the risk management process (consistency, effectiveness, proportionality, responsiveness and transparency)
- protocols, including:
 - the use of audits
 - the use of current data for risk management and continuous improvement.
- risk management steps, being risk:
 - identification
 - assessment
 - response
 - ongoing review.
- risk indicators for:
 - performance (history of audit compliance, data from quality indicators and history of complaints)
 - governance (business planning, ownership and management transparency, and skills and experience of directors and senior managers)
 - supplementary risks (scope of the registration, training that leads to a licensed/ regulated outcome, partnering and subcontracting arrangements, delivering training to students under 18, and compliance with and value of government training contracts).
- the framework's nomenclature for:
 - potential risk impact (severe, major, moderate or minor)
 - likelihood (almost certain, likely, possible, unlikely or rare)
 - overall risk rating (based on impact and likelihood, and being extreme, high, medium or low)
 - responses to risk ratings (immediate action for extreme; monitoring and mitigation strategies for high and medium, proportional to the risk; and no response for low).

STC aims to be categorised within the National VET Regulator's Risk Assessment Framework as 'very unlikely' to deliver quality training and assessment services and outcomes, with:

- history of *minor non-compliance* with the VET Quality Framework, or
- quality indicators data reflects *high standard of performance* and
- no history of verified complaints.

Risk management actions

Procedures and use of current data

As explained in **Continuous improvement**, STC's continuous improvement cycle is based on:

- preparing policies, and the procedures to implement them
- disseminating information about, and providing training in, the policies and procedures
- clear indications in procedures about how data and feedback collected while implementing them contributes to continuous improvement
- analysing and reviewing feedback, and reporting on performance
- implementing the findings of analysis and review.

STC's procedures, where appropriate, includes steps to:

- ensure adequate information dissemination and training
- use forms to collect data
- give the completed form to the Compliance Officer if the procedure has risk management or continuous improvement implications.

Audits

STC conducts:

- quarterly hazard audits, under the *Occupational Health and Safety* policy and procedures
- two internal *Compliance Audits* each year, at the beginning of June and December.

STC is **subject to audit by ASQA**, at times determined by ASQA. STC must complete an internal audit using the tool provided by Higher Education and Skills Group (Victoria) within the first six months of delivery each year, or by December 31.

Insurance

STC ensures that it provides and maintains insurance cover necessary to carry out all aspects of its operations including:

- workers compensation
- public liability
- professional indemnity
- building and contents
- any other specific insurance required by legislation and/or licensing bodies.

Assessment validation/moderation

Through its **assessment validation and moderation policy and procedures**, STC ensures the assessments it conducts are consistent, valid, reliable and fair, and that Assessors make decisions based of sufficient and appropriate evidence.

Validation

Initial validation

STC conducts assessment validation before the first delivery of a program, by mapping all assessment tasks to the requirements of the units of competency in the program. STC engages an external party (either a VET consultant or a Trainer/Assessor from another plumbing industry RTO) to review this mapping. The STC reviews this work in consultation with industry before authorising the program.

Annual validation

STC conducts assessment validation meetings at least annually. All STC Trainers and Assessors must attend assessment validation meetings, to ensure they use appropriate assessment activities and make accurate assessment decisions. Other STC staff, staff from other RTOs, industry representatives and employers of students also attend the meetings.

The meetings review, compare and evaluate assessment tools and evidence so training and assessment outcomes are consistent within STC, and with other RTOs that issue the same qualification. STC documents the outcomes of assessment validation meetings, including action taken to improve the quality and consistency of assessment.

The Australian Quality Framework (AQF) emphasises assessment validation, to ensure the quality and consistency of assessment and as a basis for continuous improvement.

Moderation

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same unit(s) of competency.

STC implements moderation in assessment through:

- liaising with other RTOs to ensure that it is interpreting the requirements of units of competency, and assessing students, comparably with other RTOs
- comparing the results of classes in a particular course to classes doing the course in previous years, to identify significant changes in the percentages assessed as competent, and seeking to identify the reasons why
- closely examining any student appeals of assessment decisions, including:
 - whether Assessors are consistently interpreting requirements
 - whether particular assessment tools are more difficult than others, leading to noncompatible assessment decisions.
- involving other RTOs in reassessments, to compare requirements across RTOs.

Records, document and information management

Maintenance of records and documents

STC maintains accurate, up-to-date and comprehensive records and documents relating to all aspects of its operations. It complies with all requirements of external agencies, and with legal and reporting requirements, that apply to record and document management.

STC uses Ozsoft's student record management system **VETtrak**. VETtrak has the capacity to provide the National VET Regulator with AVETMISS-compliant data.

STC's agreement with Vettrak ensures that copies of student records:

- cannot be withheld from the provider
- can be provided in electronic and print versions, at no cost to the National VET Regulator in the event that STC ceases operations.

Storage and archiving

STC keeps all original documents in a safe and secure place. It backs up all electronic records each week, and stores one set of back-up discs off-site.

STC keeps all records, except records relating to student results, for seven years. It keeps records relating to student results for 30 years, allowing it to reissue qualifications and statements of attainment if necessary, or for the records to be transferred in the event that STC closes.

Version control

STC implements version control procedures to ensure that:

- staff members systematically review materials relating to the scope of registration (including Training Packages, training and assessment strategies and learning/assessment materials) to ensure they remain up-to-date and relevant
- key documents, forms, policies, procedures and kits are authorised, numbered and dated, and STC records this information in a register, as well as the date of all amendments
- older versions are archived in line with policies and procedures
- all staff members have ready access to current versions of documents they need to perform their duties.

Student support and welfare resources

Apprenticeship Support Services

Apprenticeship Support Australia: Champions gender diversity by providing tailored mentorship, networking, and resources to support women in their apprenticeship journeys. Their initiatives break down barriers and cultivate an inclusive environment for women.

Website: www.apprenticeshipsupport.com.au Phone: 1300 363 831

Australian Apprenticeships Incentive System: This extends support to apprentices, fostering their professional growth and success, through a range of incentives such as living allowances, tools and equipment assistance.

Website: www.dewr.gov.au/skills-support-individuals/resources/australian-apprenticeships-incentive-system-guidelines

Australian Indigenous Education Foundation: Australian Indigenous Education Foundation (AIEF): AIEF focuses on improving educational outcomes for Indigenous students in Australia. They provide mentoring programs, and other support services to Indigenous students to help them succeed in their educational journey.

Website: aief.com.au

BUSY Sisters: The BUSY Sisters mentoring program is specifically designed to support and mentor women to be successful in progressing through their non-traditional apprenticeship or traineeship. Email info@busysisters.com.au

Fair Work Ombudsman: The Fair Work Ombudsman provides information and advice on workplace matters, and works to ensure compliance with the *Fair Work Act 2009*, helping to prevent and stop bullying, sexual harassment and discrimination in your workplace.

Phone 13 13 94

Human rights commission: Australian human rights commissions investigate complaints of workplace bullying, harassment or discrimination based on a person's race, sex, age, sexual orientation, religion or disability under human rights laws. Services may include conciliation between parties to reach a resolution.

Phone 1300 369 711

Safework NSW: Safework NSW offers a range of support services aimed at ensuring a safe and healthy work environment for all individuals, providing expert guidance on workplace safety and regulations.

Website: www.safework.nsw.gov.au Phone 131050

Safework SA: Dedicated to fostering a secure and conducive work environment. They offer an array of comprehensive support services, including consultations, training programs, and resources, all designed to empower businesses and workers with the knowledge and tools necessary to uphold the highest standards of workplace safety and compliance.

Website: safework.sa.gov.au Phone 1300 365 255

WorkSafe QUEENSLAND: WorkSafe Queensland is Queensland's work health and safety regulator – providing information and tools to help manage risks, protect the health, safety and wellbeing of workers, and ensure work health and safety laws are followed and enforced.

Phone 1300 362 128

Worksafe VICTORIA: Worksafe Victoria is Victoria's workplace health and safety regulator. Their job is to reduce workplace harm and improve outcomes for insured workers. They strive to prevent workplace injuries, illnesses and fatalities and raise the standard of health and safety in Victorian workplaces.

Website: www.worksafe.vic.gov.au Phone 1800 136 089

WorkSafe WESTERN AUSTRALIA: WorkSafe WA is committed to promoting workplace safety and well-being. They provide an extensive range of support services, encompassing personalised consultations, informative training initiatives, and a wealth of resources. Their focus is on equipping both employers and workers with the expertise and resources needed to maintain optimal levels of workplace safety and adhere to regulatory standards.

Website: www.commerce.wa.gov.au Phone: 1300 307 877

Welfare Support Services

1800RESPECT: 1800RESPECT is the national domestic family and sexual violence counselling service, offering 24-hour counselling, information and referral services.

Phone 1800 737 732 (1800RESPECT)

Beyond Blue: Beyond Blue is a mental health organisation offering information, resources, & support for individuals experiencing anxiety, depression, or other mental health concerns. Website: beyondblue.org.au

Headspace: Headspace is a national Youth Mental Health Foundation who provide early intervention mental health services to 12-25 year olds.

Website: Headspace.org.au

Kids Helpline: Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for youth people aged 5 to 25.

Phone 1800 55 1800

Lifeline Australia: Lifeline is a 24/7 crisis support and suicide prevention services, providing confidential counselling, information and emotional support to individuals in distress.

Website: lifeline.org.au

Maple Youth Services: specialising in the services and programs aimed at assisting children and young people live with stability and brighter futures. We specialise in the delivery of Out of Home Care, Alternative Care Arrangements and the Casework Support Scheme. Website:

www.headtohealth.gov.au/support-for-young-people

Mates in Construction: Mates, serving the construction industry in Queensland, provides community development programs on sites, and supports workers in need through case management and a 24/7 helpline.

Phone 1300 642 111

National Disability Insurance Scheme (NDIS): A national government scheme that provides support and funding for individuals with disabilities. They offer a wide range of services, including support coordination, assistive technology, personal care, therapy, and more.

Website: <https://www.ndis.gov.au/>

Relationships Australia: State & Territory organisations offer a broad range of support services to individual, families and communities throughout the country. They offer assistance with relationship issues, family conflicts, and personal well-being.

Website: relationships.org.au

Sortli ('Sort Out Your Life'): is the ultimate guide to becoming an adult. It's fun, informative and easy to navigate and can be installed on Apple or Android mobile device.

South Australian Council of Social Service (SACOSS): They advocate for social justice and provide information, resources, and support to community organisations and individuals.

Website: <https://www.sacoss.org.au/>

TIACS (This is a conversation starter): TIACS is a free and confidential chat, text and callback service, providing early intervention mental health support for Australia's truckies, tradies, blue collar workers and those who care about them.

Phone or text 0488 846 988

Uniting Communities: A nonprofit 55rorganization that provides a wide range of community services, including welfare support. They offer emergency relief, financial counselling, housing support, mental health services, disability support and more.

Website: unitingcommunities.org

Disability Support Services

Australian Dyslexia Association (ADA): ADA offers resources, information, and support for individuals with dyslexia and their families. They provide educational guidance, assistive technology recommendations, and referrals to specialized dyslexia support services.

Website: dyslexiaassociation.org.au/

Autism SA: A leading autism support organisation in SA. They provide a range of services, including educational support, therapy programs, parent workshops, and training for educators. They support individuals with autism spectrum disorder and their families.

Website: autismsa.org.au

Disability Advocacy and Complaints Service of South Australia (DACSSA): An independent advocacy supporting individuals with disabilities. Providing assistance to navigate disability rights, resolving complaints and ensure access to appropriate supports and services. Website: dacssa.org.au

Disability Advocacy Network Australia (DANA): A national network of advocacy organisations that provides information, support, and advocacy services for individuals with disabilities. They help individuals navigate disability rights, access services, and address concerns or issues they may face.

Website: dana.org.au

Disability SA (Department of Human Services): Disability SA provides support and services for individuals with disabilities in South Australia. They offer information and assistance with accessing disability support programs, funding, and community services. Website:

<https://dhs.sa.gov.au/how-we-help/disability>

Enable Social Enterprises: Enable is a disability employment service that focuses on supporting individuals with disabilities to find and maintain employment.

Website: enableaustralia.org.au

Learning Difficulties Australia: A nonprofit organisation that supports individuals with specific learning difficulties such as dyslexia and ADHD. They offer resources, information, workshops, and support groups for students, parents, and educators.

Website: ldawa.org

Novita: Novita is a disability service provider that supports children, young people, and adults with disabilities. They offer therapy services, equipment provision, family support, and assistance with accessing the National Disability Insurance Scheme (NDIS).

Website: notita.org.au

Scope: A disability service provider that offers a wide range of support for individuals with disabilities; providing assistance with housing, employment, therapy & care

Website: scopeaust.org.au

SPELD SA (Specific Learning Difficulties Association of South Australia): SPELD SA offers support for individuals with specific learning difficulties such as dyslexia and other language-based learning disabilities. They provide assessments, tutoring, professional development for educators, and resources for parents and students.

Website: speldsa.org.au

Language, Literacy and Numeracy Support Services

Adult Learning Australia (ALA): ALA is a national peak body for adult and community education. They offer resources, training programs, and support services for adults seeking to improve their language, literacy, and numeracy skills.

Website: ala.asn.au

Reading and Writing Hotline: The Reading and Writing Hotline provides free assistance to adults seeking help with reading, writing, and numeracy skills. They offer confidential phone support and can provide referrals to appropriate literacy programs and resources.

Website: readingwritinghotline.edu.au Phone: 1300 655 506

AMES Australia: Specialises in providing English language and literacy support to migrants, refugees, and international students. Offering a range of programs/services to help people improve their language skills and access education and employment opportunities.

Website: ames.net.au

Learn Local: Offers a range of adult education and training programs. They provide courses and resources to improve language, literacy, and numeracy skills for individuals seeking to enhance their employability and participate more fully in their communities.

Website: learnlocal.org.au

The Learning Centre Literacy Association: Help adults with development of LLN skills.

Website: tlcla.org

SkillUp South Australia: SkillUp SA offers a range of adult education programs, including LLN support services. They provide personalized training and support to improve language, literacy, and numeracy skills for individuals seeking to enhance their employment prospects.

Website: skillupsa.com.au

Tax/Legal Support Services

Tax advice: The Australian Taxation Office (ATO) has prepared a tailored occupation guide for apprentices including helpful tips and resources to make tax time easier.

Legal advice and representation: The Queensland Civil and Administrative Tribunal (QCAT) provides general information regarding obtaining legal advice and representation.

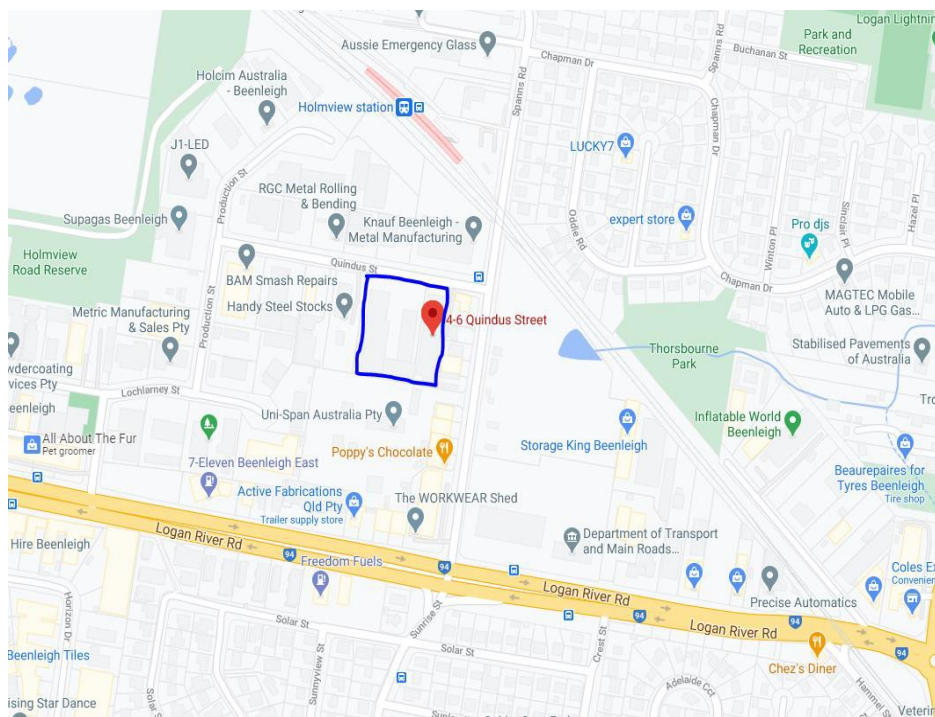
Discover your Campuses

Beenleigh

PICAC Beenleigh Training Center
6 Quindus Street
Beenleigh Qld 4207
Phone: 07 3255 5698

Parking

STC has limited free parking facilities. Please comply with signage in parking areas. While on STC property, students should operate all vehicles with due care and attention, and in accordance with displayed speed signs.



Public Transport

The Holmview train station is within walking distance from the campus

Facilities

- Student inside and outside lunch area
- Complimentary tea and coffee services
- Close proximity Canteen to purchase lunch

Go Wireless

As a student of STC, you will receive access to free WiFi facilities on your personal devices.

Travel and Accommodation Subsidies

Training Queensland provides financial assistance to subsidize the additional costs incurred by apprentice or trainees who travel specified distances to attend off-the-job training.

For comprehensive information and eligibility criteria refer:

<http://apprenticeshipsinfo.qld.gov.au/apprentices/advice-support/travel-accommodating/index.html>

Claims are usually paid after The Service Trades College Australia attendance is completed, however special circumstances can apply. Application forms must be signed by a teacher upon block completion and it is an apprentices/ trainees responsibility to submit this form.

Glenwood

PICAC Training Centre
1000 Old Windsor
Road
Glenwood NSW 2768
Phone: 07 3255 5698

Parking

STC has limited free parking facilities. Please comply with signage in parking areas. While on STC property, students should operate all vehicles with due care and attention, and in accordance with displayed speed signs.

Public Transport

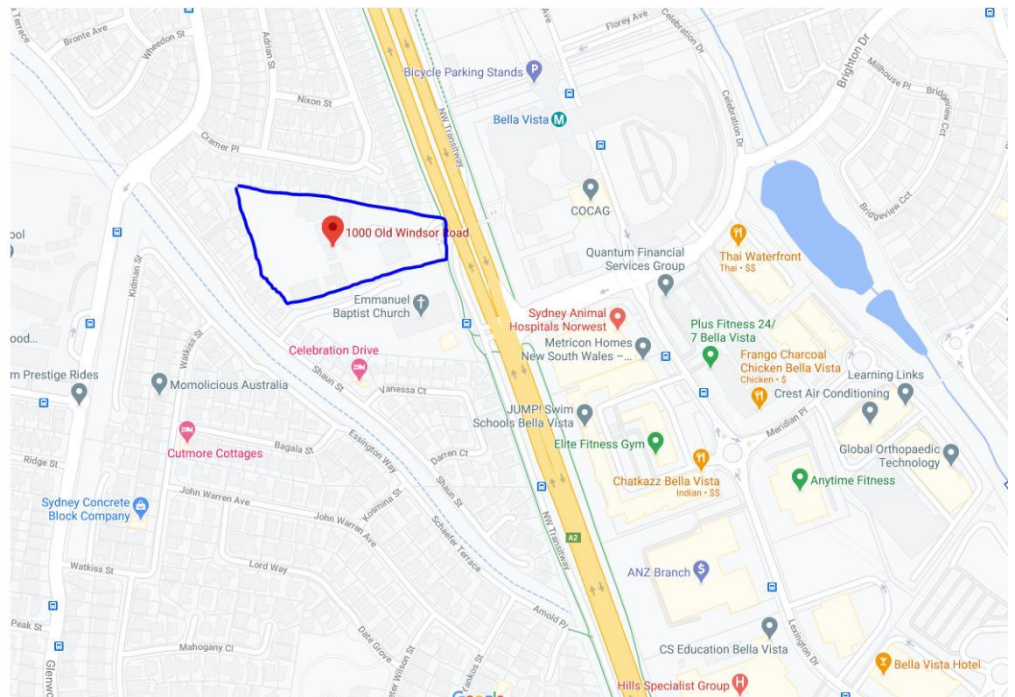
The Bella Vista (Metro Station) is located across the road from the Training Centre

Facilities

- Student inside and outside lunch area
- Complimentary tea and coffee services
- Close proximity Canteen to purchase lunch

Go Wireless

As a student of STC, you will receive access to free WiFi facilities on your personal devices.



Further Information

Training Guarantee:

- The Service Trades College Australia will honour all commitments made in this Student Handbook.
- The Service Trades College Australia will honour all agreements and commitments for the provision of training including:
 - Access to resources (training and assessment)
 - Access to physical resources (in the ownership of The Service Trades College Australia or sourced externally)
 - Access to appropriately qualified and industry current trainer and assessors
 - Supporting its learners through their qualification/ course including the provision of flexible and assessment options for special needs students or students requiring specific assistance
- The Service Trades College Australia will support the transition of its students to new qualifications or accredited courses
- The Service Trades College Australia will transition students to a new registered training organisation in circumstances where The Service Trades College Australia cease to operate
- Further Information on our programs available through our interactive website:
www.theservicetradescollege.com.au

The Service Trades College Australia is committed to meeting its obligations under the Standards for NVR Registered Training Organisations and National VET Regulator Act 2011, requirements of training packages and accredited courses for which it is registered.

The Service Trades College Australia accepts that if it does not meet its obligations under these requirements and fails to address and follow its policies and procedures, it may or the Australian Skills Quality Authority may amend, suspend or cancel its registration.

Should The Service Trades College be unable to meet its training obligations it is committed to work with other RTO's with the required scope to deliver the specific training to ensure a satisfactory outcome is achieved.

Where the training falls under an apprenticeship model or user choice arrangements, The Services Trades College will work with the Department of Education and Training to reach a satisfactory outcome, so as an apprentice is not disadvantaged to the best of the organisations ability.