

**The
SCAFFOLD TOOL & TRAINING
Company**

Helping you get it right



STUDENT HANDBOOK

Version 2



ACKNOWLEDGEMENT of COUNTRY

The Tennyson Family,

Acknowledges all Traditional Owners & Custodians of Country throughout Australia and recognises the continuing connection to Lands, Waters & Community.

We honour the Bunurong People of the Kulin Nation as the Traditional Owners & Custodians of the unceded lands which we currently live, work & thrive upon.

We pay our deepest respect to first nations Cultures; & to Elders past & present.

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Student agreement form

Welcome to STTC

Thank you for selecting our NVR Registered Training Organisation to become qualified in your chosen industry. We believe in providing quality training to all students.

In order for us to provide quality service to you, we request that you read the following information carefully.

I agree to:

- Arrive **on time** for all sessions and **be ready** to start at the appropriate time
- Be **fit for work** - not tired or hung over, not under the influence of **drugs and/or alcohol**
(RTO reserves the right to refuse entry to site for persons suspected deemed not fit for work)
- Contact the office **STTC** if I am going to be late, absent or sick
- **Wear appropriate clothing at all times:**
 - All students are required to attend in clean comfortable casual clothing, all shirts must be sleeved.
 - Closed toed shoes must be worn at all times whilst on the premises
 - Safety boots are essential for your Practical Training & Assessment sessions.
 - Hard Hats and Hi Vis are available for your use on site, please feel free to bring your own.
 - Bring weather appropriate outdoor wear for the outdoor Practical Training & Assessment sessions.
- Not **discriminate** against another VET student's sex, gender identity, disability, culture, race or religion
- **Switch off my mobile** phone during all training sessions
- **Not smoke** on the training premises, this includes all areas where training is delivered
- Observe and abide by all **Workplace Health & Safety guidelines and wear the appropriate Mandatory Dress & PPE as per student enrolment form**
- Pay **all fees** expected of me within the relevant time frame.
- I agree that, for the purposes of compliance with government regulations, STTC may provide my assessment records to a designated government official. All information obtained will remain confidential.
- Give permission to STTC to provide information about me to relevant parties for the purpose of reporting requirements
- **I agree to abide by the above terms and conditions and have received a copy of the student handbook. I declare that I have read the "Respect and Fair Treatment – Student Policy," which is located in the student handbook. I understand that if my behaviour is not considered to be in line with this policy, I may be asked to leave the workplace.**
- This is an agreement between the NVR RTO (STTC) and myself that if deemed competent upon completion of the chosen Competency I will receive a nationally recognised qualification.

Introduction

Welcome to the Scaffold Tool & Training Company Pty Limited (STTC). We specialise in delivering training and assessing to support our students in enhancing their skills and knowledge within the industry.

STTC is committed to providing ongoing learning opportunities and support.

Our highly qualified staff have a wealth of knowledge and experience and are committed to providing a quality and enjoyable learning experience in a relaxed, friendly and peaceful environment.

STTC is responsible for

- all compliance of training and/or assessment.
- issuing all AQF certification
- enrolling all student
- to comply with the Standards for RTOs 2025

STTC does not guarantee

- that a student will successfully complete a training product
- that a student can complete a training product in a manner not compliant which is inconsistent with any of the requirements set out in an instrument made under section 185 of the Act, as in force from time to time
- that a student will obtain a particular employment outcome, where obtaining such an employment outcome is not within the organisation's control

STTC Head Office Contact Details:

Telephone:	0415 789 820
Address:	17 Northern Avenue, Moorabbin Airport, Vic 3194
Email:	info@auscta.com.au
Website:	https://www.scaffoldtrainingcompany.com.au
NVR RTO No:	22226

We look forward to working together with you to help you complete your chosen course of study and wish you the best in your chosen career path.

With Much Gratitude

Seán & Becky Tennyson

Chief Executive Officers
Scaffold Tool & Training Company

Code of Practice

The purpose of a code of practice is to outline the obligations and responsibilities required to align with the standards for the provision of vocational education and training.

As a registered training organisation, RTO will ensure that policies and procedures are in place which maintains high standards in the delivery of vocational education and training services.

Legislative requirements

STTC is subject to a variety of legislation related to training and assessment as well as general business practice. We will ensure that we meet all legislative requirements of State and Federal Government.

In particular, Occupational Health and Safety, Workplace Harassment, victimization and bullying, Anti-discrimination, Privacy, VET and Vocational Placement Standards will be met at all times. This legislation is also important to you as it details your rights and responsibilities during your work periods and also whilst undertaking training with our organization. Please note the following relevant legislation:

- Vocational Education, Training (Commonwealth Powers) Act 2010 No 131 -
- Sex Discrimination Act 1984 No 4– discrimination on the grounds of marital status, pregnancy, sex or family responsibilities or acts of sexual harassment
- Workplace Healthy and Safety Act 2011 No 10

Common law rules - these laws made by the courts, such as negligence, trespass and defamation are applicable throughout Australia and detailed in the National Occupational Health and Safety Commission Act 1985.

State and territory laws that deal with general occupational health and safety issues and with particular industries, work processes and equipment. These laws generally take the form of a series of rules and penalties. WH&S Act 2011

State and territory worker's compensation legislation that protects employees in the case of on-the-job injuries

Disability Discrimination Act 1992 - (discrimination on the grounds of disability).

Privacy Act 1988 – this regulates how your personal information is collected, stored, used and disclosed to other parties

Copyright Act 1968 – Act relating to copyright and the protection of certain performances.

You can view VIC legislation online <https://www.legislation.vic.gov.au> or Commonwealth legislation is available online at www.scafeplus.law.gov.au/popacts.html . Acts can be viewed online at www.austlii.edu.au.

Access and integrity

STTC is committed to access and equity across all services offered and we will implement this policy across all areas of the business and this policy will be reviewed for continuous improvement. All staff are trained in the principles of access and equity. All students will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training Package.

Policy ensures that student selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

We will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase opportunities for people to participate in the vocational education and training system which affect their lives by working with various government bodies, industry employers and trainees. We will target the specific needs of market segments in enhancing the economic development of the organization.

- Ensure the establishment of non-discriminatory VET student selection procedures which encourage fair access for members of under-represented groups
- Support the delivery of culturally safe training to students of all cultures
- Ensure access and equity issues are considered during curriculum development
- Provide access to staff development to assist trainers and contractors who deliver courses to under-represented groups

Rights and Responsibilities

The adult learning environment within the NVR RTO and any third-party encourages and supports the participation of people from diverse backgrounds. The NVR RTO's aim is for each student to have an equal opportunity to learn in a supportive environment.

VET Students' Rights

The NVR RTO and any third-party, recognise that students have the right to:

- Receive training of a high quality that recognises and appreciates their individual learning styles and needs
- Receive training of a high quality that recognises and meets current industry requirements, practices and trends
- Have access to STTC, and any third-party services regardless of educational background, sex, gender identity, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation
- Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for training and assessment;
- Be advised of the learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement
- Appeal for a review of the results of an assessment
- Be responsible for your learning and for your interaction with the NVR RTO staff members, trainer assessors and other students
- Expect to achieve the published learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it
- Learn from fully qualified, competent and diligent trainers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess their students' work fairly
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination
- Be treated with dignity and fairness; no racism, discrimination, abuse, bullying, harassments or victimisation
- Have a right to a cooling off period
- Expect the NVR RTO, and any third-party, to be ethical and open in their dealings, their communications and their advertising
- Expect the NVR RTO, and any third-party, to observe their duty of care to them
- Expect the NVR RTO, and any third-party, to not risk a student's safety and identify the wellbeing needs such as individual needs, financial stress, assessment pressure, or any special learning needs etc
- Efficient handling of administrative matters including the processing of fees, concessions, refunds etc
- Privacy and confidentiality, cybersecurity policy and secure storage of student records in accordance with the NVR RTOs, and any third-party, policies, to the extent permitted by law.
- Contact the NVR RTO staff if you do not feel comfortable speaking to persons involved in either discrimination or sexual harassment

VET Students' Responsibilities

Students are responsible for:

- Understanding and accepting the enrolment conditions for the courses they undertake
- Providing accurate information about themselves at the time of enrolment, and to advise the NVR RTO and any third-party of any personal information changes, including to their address or phone numbers, within seven days
- Signing in and out when attending training
- Abiding by any dress code stipulated by the NVR RTO, and any third-party: **At all times** - closed toed shoes & shirts with short/long sleeves are essential **Classroom attire** - comfortable casual clothing. **Live work site areas** - high visibility clothing & safety boots are essential.
- Turn off your mobile phone before any training and assessment or entry into classrooms unless prior arrangements have been made with the trainer assessor
- During Assessments following the test condition guidelines set by the NVR RTO
- Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them;
- Treat all other students and staff with respect, using professional and courteous language at all times
- Regular and punctual attendance (arrive to class on time)
- The security of their personal possessions while attending a course;
- Promptly reporting all incidents of harassment or injury to Becky – 0415 789 820 ;
- Respecting the NVR RTOs, and any third-party, property and observing policy guidelines and instructions for the use of equipment;
- Seeking clarification of their rights and responsibilities when in doubt;
- Asking for assistance and/or support when needed

Respect and Fair Treatment - Student Policy

Preventing and Addressing Abuse, Harassment, and Violence

1. Introduction

This policy outlines the commitment of the Scaffold Tool & Training Company Pty Limited (STTC) NVR RTO 22226, to promoting a safe, respectful, and inclusive environment for all students. We believe that every student has the right to learn and thrive free from abuse, harassment, and violence. This document explains our approach to preventing and addressing such issues, ensuring that STTC remains a supportive and secure place for everyone.

2. Our Core Beliefs (Principles)

At STTC, we stand firm on these beliefs:

- **Zero Tolerance:** Any form of abuse, harassment, or violence, whether in person or online, is strictly prohibited and will not be tolerated. We are committed to creating an environment free from such actions.
- **Speak Up and Report:** We strongly encourage all students to report any concerns or complaints about abuse, harassment, or violence as soon as possible. Your voice is crucial, and we are committed to addressing issues promptly. Complaints should be made to a staff member, the Wellbeing Support Officer, or the CEO.
- **Fair and Sensitive Handling:** When concerns about abuse, harassment, or violence are raised, we promise to handle them seriously, fairly, and with care. We will protect those who report issues from any negative consequences, including retaliation. Our goal is to resolve problems internally and quickly, following established procedures for handling complaints. If serious issues are confirmed, appropriate action will be taken.
- **Responsibility of a Witness:** If you see or hear about abuse, harassment, or violence, whether in person or online, we encourage you to speak up and take appropriate action. Your involvement can make a significant difference in ensuring the safety and well-being of other students.
- **Appropriate Conduct:** All students are expected to behave in a manner that respects the rights and dignity of others. This includes refraining from any behavior that could be perceived as abusive, harassing, or violent.

3. What We Expect from Students (Requirements)

Every student at STTC is expected to:

- **Be Respectful:** Treat all students and staff with respect, kindness, and empathy. Contribute to a positive and welcoming learning environment.
- **Report Concerns:** If you experience or witness any form of abuse, harassment, or violence, report it immediately to a staff member. This includes incidents occurring in person, online, or through any other medium.
- **Follow Rules:** Adhere to STTC Code of Conduct and all other policies and guidelines that apply to student behaviour. This includes rules specifically designed to prevent abuse, harassment, and violence.
- **Cooperate with Investigations:** Cooperate fully with staff members who are investigating complaints. Your honest and timely cooperation helps us resolve issues fairly and effectively.
- **Understand Consequences:** Be aware that engaging in abuse, harassment, or violence will result in disciplinary action, which may include suspension or expulsion, from the RTO in accordance with STTC disciplinary procedures.

4. Definitions

To ensure a clear understanding of this policy, the following definitions apply:

- **Abuse:** Any behaviour that causes physical, emotional, or psychological harm to another person. This can include, but is not limited to, physical assault, verbal threats, intimidation, or emotional manipulation.
- **Harassment:** Unwelcome conduct that is based on a protected characteristic (such as race, sex, gender identity, religion, disability, sexual orientation, etc.) and creates a hostile environment or interferes with a student's ability to participate in or benefit from the RTO's courses. This can include verbal, written, or physical conduct.
- **Violence:** Any behaviour that causes or threatens to cause physical harm to another person or property. This includes, but is not limited to, fighting, assault, or destruction of property.
- **Bullying:** Repeated and unreasonable behaviour by an individual or group directed towards a student, or a group of students, that creates a risk to health and safety. This includes in-person or online (cyberbullying).

Examples of bullying include, but are not limited to:

- Abusive, insulting, or offensive language or comments.
 - Aggressive and intimidating conduct.
 - Belittling or humiliating comments.
 - Using the internet or social media to harass, bully, or intimidate a fellow student.
 - Practical jokes or initiation rituals that cause distress.
 - Deliberately excluding someone from student activities.
 - Spreading rumors or false information.
- **Victimisation:** When a student is disadvantaged or threatened with disadvantage because they have:
 - Made a complaint of abuse, harassment, or violence.
 - Provided information or documents about a complaint.
 - Asserted their rights, or supported someone else's rights, under this policy.
 - Alleged that a person has acted unlawfully under this policy.
 - **Complaint:** An allegation about an event or action that is perceived to be unfair, unreasonable, or unlawful under this policy.

5. Reporting Procedures

Students are encouraged to report any incidents of abuse, harassment, or violence through the following channels:

1. **Directly to Staff:** Speak to any trusted staff member, such as a trainer, or the Wellbeing Support Officer. They will guide you through the reporting process.
2. **Formal Complaint:** If you wish to make a formal complaint, you can fill out a complaint form available from the Wellbeing Support Officer, or RTO administration staff.

All complaints will be handled with sensitivity and confidentiality, to the extent possible, while ensuring a thorough investigation.

6. Investigation and Resolution

Upon receiving a complaint, STTC will:

1. **Acknowledge Receipt:** Confirm receipt of the report to the student who made the complaint.
2. **Assess and Investigate:** Promptly and impartially investigate the reported incident. This may involve interviewing involved parties and witnesses, gathering evidence, and reviewing relevant documentation.
3. **Support for Students:** Provide support to all students involved, including the complainant, the alleged perpetrator, and any witnesses. This may include a referral to counselling services, Australian Human Rights Commission, legal support, or other appropriate measures.
4. **Determine Outcome:** Based on the investigation, determine whether a violation of this policy has occurred.
5. **Implement Action:** If a violation is confirmed, appropriate disciplinary action will be taken against the perpetrator, in accordance with STTC disciplinary procedures. This may range from warnings to suspension or expulsion. Remedial actions will also be implemented to address the impact of the incident and prevent recurrence.
6. **Communicate Outcome:** Inform the complainant of the outcome of the investigation and any actions taken, while respecting the privacy of all individuals involved.

7. Prevention and Education

STTC is committed to preventing abuse, harassment, and violence through ongoing education and awareness initiatives. These may include:

- **Student induction:** Incorporating this policy and related information into student induction programs.
- **Staff training:** Internal staff training on topics such as respectful communication, conflict resolution, and bystander intervention.
- **Raising awareness** about the impact of abuse, harassment, and violence, and to promote a culture of respect and inclusion.
- **Curriculum Integration:** Integrating relevant topics into the curriculum where appropriate.

8. Review of Policy

This policy will be reviewed periodically to ensure its effectiveness and compliance with relevant laws and regulations. Feedback from students and staff will be considered during the review process.

9. Contact Information

For any questions or concerns regarding this policy, please contact:

Wellbeing Support Officer/Director

Contact Information

Please contact the STTC office on 0415 789 820 or **Email** becky@auscta.com.au

VET Student Wellbeing Support Services

The NVR RTO, and any third party, is committed to ensuring you receive training, assessment and support services that meet your individual needs. To achieve this, we need to know what your needs are.

If you at any point through-out your course you require any assistance or support please discuss these needs with the NVR RTO and/or third-party staff and we will do our best to help.

If you have any special needs, including Language and Literacy, digital literacy, learning, mobility, visual impairment or hearing please notify staff as soon as possible, preferably at the start of your course, to allow us to cater for any of your needs.

If you do not tell us about any condition that may affect your learning, we will not be able to assist you if the need arises. Any information you tell us in relation to your needs will remain confidential and only used to support you.

VET Student wellbeing support offers a range of confidential and free health, wellbeing, and personal supports.

If you are experiencing wellbeing concerns and would like to connect with somebody, the first step is to contact our **wellbeing support officer**.

Wellbeing support services include contact details and weblinks, etc.

- Student pre-enrolment support
- Student learning and study support
- Student counselling services
- Student flexible delivery and assessment
- Equipment and resource access
- Financial and other support services

Please contact the NVR RTO - **Wellbeing Support Officer**

Phone: 0415 789 820

Email: becky@auscta.com.au

Wellbeing Needs for Vocational Training Students

Vocational Education and Training (VET) students often face unique stressors that impact their wellbeing and mental health. These challenges can include:

- **High Stress and Anxiety:** Managing rigorous coursework, intense practical assignments, and work placements with extended hours can lead to high stress levels and anxiety. This is particularly true in demanding fields like construction, mining, transport and logistics and engineering.
- **Employment Pressure:** Many VET students feel an urgent need to secure employment immediately after completing a course or qualification, leading to anxiety around the transition from training to work. This pressure can overshadow the excitement of entering the workforce.
- **Limited Access to Resources:** Unlike universities, VET institutions may have smaller budgets and less comprehensive mental health services, especially in rural areas. This can leave students with limited options for support.
- **Financial Strain:** VET students often support themselves financially, covering tuition fees and living expenses while working part-time or in low-income roles. This financial burden, coupled with academic pressure, can lead to chronic stress and anxiety.
- **Stigma Around Mental Health:** In traditionally hands-on fields, mental health can be a stigmatized topic. Students may feel pressured to adopt a 'tough' mentality, internalizing stress rather than seeking help, which can lead to issues going unaddressed.
- **Impact of Disruptions** (e.g., COVID-19): External disruptions, such as the COVID-19 pandemic, can significantly impact VET students, particularly those in programs requiring hands-on training. Delays in practical placements, isolation, and uncertainty can exacerbate existing mental health challenges.

Counselling

Where counselling is sought, please contact the NVR RTO wellbeing support officer for assistance who is available to chat and assist you in connecting with a relevant free service.

Free Services Guide

Life Line

13 11 14, text [0477 13 11 14](tel:0477131114) or [chat online](https://www.lifeline.org.au). <https://www.lifeline.org.au>

Crisis counselling, support groups and suicide prevention services – 24/7

Beyond Blue

1300 224 636. www.beyondblue.org.au

Crisis counselling – 24/7

Victorian Equal Opportunity & Human Rights Commission

[1300 292 153](tel:1300292153) <https://www.humanrights.vic.gov.au>

Understanding your Rights

13YARN

13 92 76 www.13yarn.org.au

First Nations crisis support line – 24/7

Recognition of Prior Learning/Credit Transfer

This guide contains information on:

R.P.L. /C.T. recognise skills and knowledge already gained by assessment against established competency standards, regardless of where or how that skill or knowledge was obtained. This could mean formal or informal training, work experience and/or life experience. It is evidenced based

R.P.L. /C.T. may lead to industry classifications, awards, exemptions or partial exemptions for competencies or programs of training. If you believe you have skills in your chosen area of study you should consult with the STTC Trainer/Assessor prior to the enrolment process. The applicant must provide adequate evidence to demonstrate prior experience in, or adequate knowledge of each performance criteria listed in the unit of competency.

Credit is provided to students for units or modules where evidenced by AQF certification documentation or an authenticated VET transcript (unless licensing or regulatory requirements prevent this)

Language, Literacy, Numeracy & Digital Literacy

All STTC courses involve Language, Literacy, Numeracy and Digital Literacy screening. Before training commences you will be asked to complete a brief literacy and numeracy skills indicator. If additional help and support is required the Trainer/Assessor will discuss with you, options for extra Literacy and Numeracy training.

If students are not achieving successful outcomes in their course of study, they can apply to RTO for further assistance from the Trainer/Assessor

STTC can provide on request the following training and support:

- One on one assistance and support by Trainer/Assessor
- Understanding assessment requirements
- Self-assessment reports and surveys
- Test/Exam preparation
- General Learning Support

If Further LLN support is required this is at the student's own cost not the STTC s.

What is digital literacy?

Digital literacy covers the physical operations of digital devices and the software operations in those devices (UNESCO, 2018). It incorporates the ability to *search and navigate, create, communicate and collaborate*, think critically, analyse information, and address safety and wellbeing using a variety of digital technologies. These skills are essential for individuals to participate effectively in today's society. Digital literacy skills exist on a continuum with varying degrees of competency required depending on the context (personal and community; workplace and employment; education and training) within which the skills are applied.

Digital ability is important for individuals and communities because, in the digital age, technology mediates our interactions with the world and each other. The development of the Digital Literacy Skills Framework reflects current theory and practice about the importance of digital literacy, which is now embedded in the social fabric of everyday life.

'Digital inclusion is not just about computers, the internet or even technology. It is about using technology as a channel to improve skills, to enhance quality of life, to drive education and to promote economic well-being across all elements of society. Digital inclusion is really about social inclusion.' (Australian Digital Inclusion Index, 2018)

Digital skills range from:

- Downloading a document, file or PDF
- Names, stores and locates different files
- Follows instructions to connect to a network
- Uses internet search commands and conduct internet search
- Log onto a device with username and password
- Record a video in the system and upload a video file
- Record a video externally e.g., mobile phone and upload video file
- Downloading and setting up an app
- Participates in a group message chat e.g. WhatsApp or other
- Move tabs on the screen
- Use weblinks
- Save a file
- Respond to SMS
- Recognise a range of symbols
- Participate in a video call with a trainer assessor, e.g., Zoom, Team meet, or other

Digital identity and safety awareness

When browsing: Being cautious about clicking on suspicious emails, links, downloading files from untrusted sources, and avoiding engaging with harmful content.

Strong passwords: Using complex and unique passwords

Online safety: Being aware of potential dangers like cyberbullying, online scams, inappropriate content, and protecting one's online reputation

Cybersecurity: Protecting personal information, devices, and data from cyber threats like malware, phishing, and hacking

Literacy & Numeracy Assistance

To make arrangements with the **Reading Writing Hotline** please contact

1300 655 506.

www.readingwritinghotline.edu.au

All external support services are at the expense of the student.

USI - Unique Student Identifier

A USI gives you access to your online USI account which will contain all your nationally recognised training records from 1/1/2015 onwards. When applying for a job you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. As the USI is a legislative requirement, all students must have a USI to be able to obtain a Statement of Attainment or Certificate for the training they have successfully completed. You can create your own USI number through the USI website: www.usi.gov.au alternatively STTC can create one on your behalf with your written permission on our student enrolment form or contact our administration staff for further information. Each learner must acknowledge to have read and understood the USI privacy notice at <https://www.usi.gov.au/documents/privacy-policy>. This is also noted on each student enrolment form.

Recognition of Qualification Issued by other NVR R.T.O.'s

STTC will recognise and accept AQF and VET qualifications and VET Statement of Attainments issued by any other NVR RTOs.

They must meet current AQF Standards and should provide a Statement of attainment listing all units completed.

For further information and clarification on your Certificate, Statement of Attainment or Qualification please submit to either your Trainer/Assessor or post/email to RTO for verification.

All documents will then be reviewed to ensure they meet AQF standards and guidelines and you will be contacted accordingly with the outcome.

Fees - Payment terms and conditions

Fees – The total charge for each accredited course consists of two parts i.e., administration fee and materials fee.

Payment is accepted by EFT, cash, Visa, Mastercard

Fees may vary depending on the:

- Course and or chosen units/Recognition of Prior Learning/CT
- All payments are to be finalized before SOA is printed and issued
- No refunds apply unless STTC. cancels the course. (Refer to the Refunds Policy section)
- There are no fee concessions for our courses. If you wish to discuss this further, please contact the office on Phone: 0415 789 820
- Course costing fee, including material and administration fee due is: CLEARLY STATED ON THE STUDENT Invoice (no additional fees or charges apply for any additional services unless listed above)

The NVR registered training organisation may accept payment of no more than \$1000 from each individual student prior commencement, the NVR registered training organisation may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500

Cancellation/Refunds Policy

NVR guidelines require an R.T.O. to protect fees paid by the client...

Refunds of fees for non-government-funded courses are available under the following circumstances:

1. Cancellation of course by the Director after enrolment and commencement. (The student does not have to make an application for a refund; RTO will process it automatically).
2. Cancellation of course by the Director due to RTO or third-party closure, after enrolment fee paid, no commencement. (The student does not have to make an application for a refund; RTO will process it automatically).
3. Refunds or rescheduling will not be granted unless sufficient notice is given.
 - 72 hours notice minimum is required for cancellations or rescheduling of **CPCCLSF2001 & TLILIC0003** training
 - 1 weeks notice minimum is required for cancellations or rescheduling of **CPCCLSF3001** training.
 - 48 hours notice minimum is required for cancellations or rescheduling of all other training.

Course Prerequisites

Entry requirements depends on course or qualification. This information will be clearly stated in the student enrolment & introduction form.

The following requirements are mandatory for all HIGH-RISK WORK LICENCES:

- Student must be over 18 years of age
- Photo ID
- Must have a good English literacy skills
- Must have sound understanding of the English language

Attendance

At the commencement of the course each student is given an induction and must complete a sign-up kit with a variety of forms and paper work with the Trainer/Assessor.

This must be signed off and completed before any training commences.

The Trainer/Assessor will issue the student a scheduled timetable of the training sessions.

It is important to attend all scheduled training sessions to maximise the opportunities for success and to be deemed competent in your course of study.

In the case of anticipated absence from class, please ensure that the Trainer/Assessor has been given adequate notice via email or phone.

Manner of Assessment

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved with 100% accuracy. The student is deemed to be competent or not competent based on the evidence collected.

Each assessment can be attempted up to three (3) times in order to achieve competency.

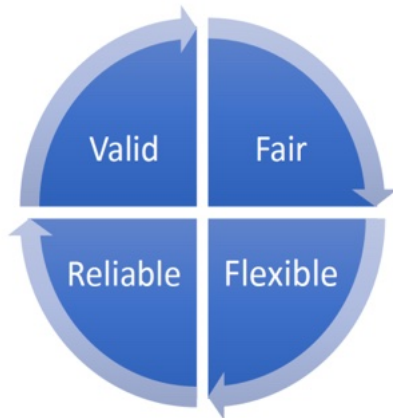
Assessments may include:

- Group discussions
- Case studies
- Projects
- Self-assessment
- Surveys
- Practical assessments
- Practical tasks, test/exam
- Observable tasks
- Individual presentations
- Or research activities

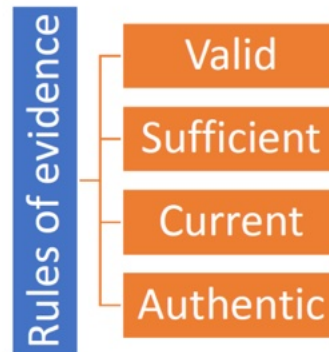
Each piece of assessment submitted must be signed and dated by the Student and the Trainer/Assessor and duly recorded.

TRAINING AND ASSESSING BY FOLLOWING

Principles of Assessment



Rules of evidence



Reasonable Adjustment

STTC endeavours to help and protect students where possible and support students with disability. These obligations include: (disability standards for Education 2005 - [Disability Standards for Education 2005 - Federal Register of Legislation](#))

- making reasonable adjustments which allow students with disability to participate and learn on the same basis as students without disability
- preventing harassment and victimisation of students with disability
- consult regularly with students with disability and their parents and caregivers to develop reasonable adjustments and address concerns as they arise

Disabilities can be any of the following:

- Physical
- Vision or Hearing
- Medical
- Learning or Intellectual

Where possible, the NVR RTO ensures that the assessment is flexible and able to be adapted to enable the student to fairly demonstrate the knowledge, skills, or competencies being assessed.

Where not appropriate or possible to make a reasonable adjustment, STTC will contact the student to provide reasons why.

All student disability information is kept private and confidential

Academic Misconduct and Plagiarism Policy

Academic misconduct or plagiarism occurs when a student reproduce someone else's words, ideas, or findings and present them as their own without proper acknowledgment. It includes attempts by students to cheat or act dishonestly in an examination, test, assignment, essay, or any other assessment task.

There are many forms of academic misconduct or plagiarism, including the following:

- Direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- Paraphrasing someone else's words without acknowledging the source;
- Using facts and information derived from a source without acknowledging the source;
- Using ideas directly derived from an identifiable author without acknowledging the source;
- Producing assignments that should be their own independent work in collaboration with and/or using the work of other people (e.g. a student or tutor);
- Using the work of other members of a group project without acknowledging who contributed the work;
- Copying from another student's and / or their work;

- Submitting someone else's work as their own;
- Using a diagram from another text or the Internet as a basis for your diagram without acknowledging the source;
- Taking statistics from another source and using them in a new table or figure without acknowledgement;
- Buying an essay from the Internet or another student and submitting it as their own work;
- Making up fake quotes or sources.
- Under Closed book ASSESSMENT conditions – this includes the concealing the answers to the theory assessments on your person, accessing concealed online information via smart phones/watches etc, etc

Students who are found cheating or guilty of plagiarism in any form of assessment will be deemed **Not Competent** for the relevant Unit of Competency on confirmation of the breach.

If found cheating during a Theory Assessment the trainer has the right to eject the student from the training room on the spot. Any re-assessment required will be arranged at the expense of the student.

All confirmed cases of cheating or plagiarism these are recorded on the student's file. Students will be disciplined as per the Students Disciplinary Policy. Students found cheating will receive a formal written warning from the CEO advising that a second breach will result in the student being asked to leave to course with no refund.

Student Disciplinary Policy

The student disciplinary policy exists for the proper management of disciplinary issues. The policy is designed to ensure fairness and objectivity and its primary function is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour.

Procedure

The RTO, and any partnering organisations, seeks to promote an environment in which students develop a positive and responsible attitude towards fellow students, staff and the general work / learning environment. When a student's behaviour conflicts with the Student Code of Conduct, disciplinary action will be taken according to the following process:

1. Initially, the trainer will discuss the behaviour in question with the student and add a note to the students file.
2. If the behaviour continues to be unacceptable the trainer arranges a meeting with the CEO, or their delegate to discuss the issue.
 - a. Details of all disciplinary warnings and/or interviews will be recorded using the communication log of the Student Database System.
 - b. The CEO, or their delegate, counsels the student on possible consequences of breaching the Student Code of Conduct.
3. If necessary, an action plan may be implemented for the student to abide by in cases deemed necessary by the CEO, or their delegate.
4. Further disciplinary problems will be addressed by the CEO, or their delegate, in consultation with the trainer.
5. An official warning letter will be issued by the CEO, or their delegate.

Student Records

Student records are managed securely and confidentially and are available for perusal on written request and sighting of identification by the student.

All records are kept on a hard drive and on disc and all assessments are scanned in and kept on a disc (Electronic copy). All records are kept safely and securely in a fire proof safe kept off RTO premises.

Transfer of student results and other records in the event that STTC ceases to operate or if STTC, or a third-party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in;

If RTO **ceases to operate**, it must, within **14 days of ceasing**, forward all student results, including student records (name, address and any identifier, such as date of birth) to the Department of Employment and Training's regional office.

The documentation is to be a complete, accurate and ordered copy of all student results/details since initial registration. The records must be in the form of a disk copy or hard copy and include software details. Copies of qualifications/Statements of Attainment granted to students, and a list of the competencies/modules achieved for each student must also be included.

Retention and Safeguard of Student Results and Assessment Records Framework. It items, the description of each, the period to be retained and the number to be retained are outlined in the "Department of Employment and Training; Retention of Student Results and Assessment Records Policy"

Safeguard Procedure

STTC must:

- Designate an employee or employees to coordinate its information safeguard program;
- Assess risks in each area of its operations;
- Require service providers, by contract, to implement appropriate safeguards for customer information in form of the confidentiality agreement.

Document any material changes to the business that may affect this safeguard procedure

Where there are any changes to agreed services, RTO advises the learner as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third party arrangements via email or phone contact

Statement of attainment records

Records of SOA retained for a period of **30 years**. Records of qualifications and statements of attainment issued, sufficient to enable reissuance, are retained for a period of 30 years

On Successful Completion

Once you have been found competent in the skills and knowledge of your specified course you will be presented with a Nationally Recognised AQF VET Qualification - Certificate & list of result or Statement of Attainment.

Only learners who have been assessed as meeting the requirements of the training product are issued with AQF certification documentation.

AQF certification documentation is issued within **30 days** of all requirements being met.

High Risk Licences

The Accredited Assessor will formally assess your practical skills and theory knowledge to the specified level for the High-Risk Work Licence applied for. The Accredited Assessor will lodge your results with Worksafe Victoria, who will then email you a Notice of Assessment.

If you are assessed as 'not competent', the assessor will provide you with details of the areas requiring improvement. Your training continues until such time as you are reassessed as 'competent'. You may be reassessed more than once.

Once assessed as competent the Accredited Assessor will issue you with an Assessment Summary and **STTC** will issue you a Statement of Attainment.

Please visit the following website for all the information you require to apply for your Worksafe Victoria HRWL:

<https://www.worksafe.vic.gov.au/high-risk-work-licence>

Assessments applicable only to relevant Courses

Assessments must be signed off by the Trainer/Assessor.

Completed assessment may be submitted to the Trainer/Assessor or to STTC representative.

Assessment Results

Student's completing competencies will be assessed as either:

C - Competency Achieved; or

NC - Not Competent

Student Feedback

At various times throughout, and at the completion of your course, we will seek your comments and feedback in relation to the competency content, delivery methods and Trainer/Assessor performance.

This form is called a "Student feedback form" and will be issued by the Trainer/Assessor at the end of each individual unit session.

This feedback can be anonymous and helps us to identify processes for continuous improvement of future programs of study.

Appeals and Complaints

RTO seeks to provide a safe and professional learning environment free from discrimination.

What is a complaint?

A Complaint arises when a client/student is not satisfied with an aspect of STTC's services and requests action to be taken to resolve the matter.

The person making the complaint ("the complainant") will have to be identified to the person complained about ("the respondent"), unless the facts of the complaint are not disputed.

What is an appeal?

An Appeal arises when a client/student is not satisfied with a decision that STTC has made. An Appeal can relate to assessment decisions but they can also relate to other decisions such as a decision to exclude a learner from a program.

The person making the appeal ("the appellant") will have to be identified to the person complained about ("the respondent"), unless the facts of the appeal are not disputed.

Procedure: (Contact STTC for full details)

Our procedures for handling client/student complaints/appeals are based on confidentiality, impartiality, procedural fairness, protection from victimization and prompt resolution. The process for clients and students who wish to make a complaint is outlined in the document

Where appropriate, complaints/appeals will be resolved at the lowest level of management, however RTO recognises that some complaints are most appropriately dealt with at a more senior level, e.g., complaints of victimization or unlawful discrimination or harassment, complaints that could lead to finding of misconduct or disciplinary action being taken against a staff member or student.

Procedural fairness will be observed in all aspects of handling a complaint. In practice, this means that all parties to a complaint will be informed of the complaint, the specific allegations being made, and all parties will be given the opportunity to respond to any allegations made. Procedural fairness usually requires that the complainant must be willing to be identified, unless the facts of the matter are not in dispute, or where the matter involves allegations of corruption.

Employees, Contractors and Partners have a responsibility to respond to complaints within a reasonable timeframe. Complaints will be responded to as quickly as possible in the circumstances and complainants will be advised of the proposed timeframe for resolution. Unless a complaint is unusually complex or involves allegations of misconduct, we will achieve resolution of a complaint within 4 weeks of the complaint being lodged with the appropriate person in authority. If it is not possible to achieve resolution within this timeframe, the complainant will be advised of this and will be kept informed of the progress of the matter in writing. Clients and Student should be aware that if the matter has been lodged initially at an inappropriate level of authority, it may take longer to respond to the complaint.

Assessments are conducted in line with the principles of;

- Validity
- Reliability

- Fairness
- Flexibility

As a student, you are encouraged to discuss any issues with the Trainer/Assessor.

Students who are dissatisfied with academic decisions, procedural matters or any issues that directly relate to the successful completion of their course please email or phone for a Complaint/Appeals form.

If any Student has a complaint about their Trainer/Assessor or the delivery of training or STTC material and resources, they:

- They must be presented in a detailed email to STTC manager – becky@auscta.com.au

The grievance/complaint can be presented in person or writing within **14 days** of the incident occurring.

Steps to follow once completed:

On date of receiving the complaints form, STTC will respond via email within **14 days**

The complaint is then reviewed and followed through with one of the following:

1. If a complaint about the Trainer/Assessor – The Director is notified, the Trainer/Assessor and the Employer or a third party are notified, and meetings will be made to discuss the issue and work towards a solution. The student is notified via letter from STTC as to the outcome reached.
2. If a complaint about STTC and resources – the Director, the Trainer/Assessor, third party and/or the Employer is notified. A meeting is held and actions implement to rectify the complaint.
3. Upon agreement of both parties STTC will send an email to the student of agreement reached, this email will then be saved and filed for future records
4. **Third Party** - a third-party providing services on the STTC's behalf, its trainers, assessors or other staff or a learner of the STTC and provide for review by an appropriate party independent of the STTC and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

External - Informal complaints resolution where process has taken more than 60 Calendar days

1. If a complaint cannot be resolved internally students may lodge a complaint to ASQA only after exhausting the NVR R.T.O. internal complaints procedures.
2. Student complaints must be lodged using ASQA's online complaint form.

Reporting Documentation:

All documentation relating to complaints and appeals will be kept strictly confidential and will not be accessible to anyone who is not directly involved in handling the situation. Any material about the outcome of the complaint and appeal will be placed on the appropriate client/student and/or personnel file and will only be accessible to the authorised staff of STTC and the individual concerned.

All outcomes and recommendations will be provided to the client/student in writing within 14 days of being made.

Procedure

1. Trainer/Assessor to provide advice and/or support for strategies to resolve the issue where necessary
2. Student to approach Administration department for a student complaint form and to send a written complaint detailing your problem to the Managing Director/C.E.O.
3. Upon receipt date of the student complaint/appeals form being received in writing, the complaint must be resolved within **14 days** with both parties reached a mutual agreement
4. Upon receiving the complaint/appeals form it is forwarded to the Compliance officer for action and review
5. The person who the complaint is against (**respondent**) is notified by STTC Managing Director of the specific allegations being made against them and all relevant information about the complaint in writing
6. **The hearing rule** -The respondent is given a reasonable chance to consider their position and reply in writing
7. Once STTC receives the respondents reply
8. **Case to be met** - STTC creates a draft letter stating a summary of the issues being considered by the decision maker along with a proposal of resolution
9. **Both parties have a real chance to reply** - Whether in writing or orally (chance to give your response before the final decision is made). Student is given opportunity to have the Third Party this is at the request of the individual making the complaint or appeal.
10. STTC receives the replies from both parties and unless any further evidence is submitted and unless the resolution is challenged by either party a written agreement is made of resolution and action implemented
11. Managing Director to issue a written agreement/letter to both parties upon agreement or resolution to complaint received.
12. Compliance Officer to save and file complaint in complaints section
13. *The bias rule - in line with procedural fairness. If the person in authority does not believe they can handle the complaint in an impartial way, they will exclude themselves from the process, and refer the matter to their supervisor. In some cases, resolution of the complaint may also involve appropriate bodies external to RTO, e.g., trade unions or statutory bodies.*
14. Where STTC considers more than **60 calendar days** are required to process and finalise the complaint or appeal, STTC will:
 - inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and
 - regularly update the complainant or appellant on the progress of the matter via email or written letter from the Director mailed to the student via postal address provided etc.

Third-Party agreements

We currently do not have any third-party agreements in place

TERM	MEANING
Attachments	A file that is commonly sent with a message, such as an email.
Avatar	A computer generated character that represents an online user.
Bluetooth®	A wireless technology that allows two devices to exchange data within close proximity
Chat	Distinct from email and online forums, messages are usually short and exchanges occur in real-time similar a conversation
Cloud storage	A more accessible but less secure model of digital storage whereby files, or versions of files, are stored on more than one server and accessible across multiple devices often through a cloud storage provider
Digital devices	Physical devices or tools, for example: mobile phone, smart phone, personal computer, laptop computer, tablet PC, scanning equipment, digital interface (to operate equipment).
Digital footprint	A digital footprint is the information or trail of data that a person creates from their online activity. It is made up of websites visited, emails and information on online services. It also includes activity on social media, tweets and blogs. A digital footprint is permanent, even if some information or activity is deleted.
Digital literacy	Digital literacy is the ability to define, access, manage, integrate, communicate, evaluate and create information safely and appropriately through digital technologies and networked devices for participation in personal, economic and social life. (UNESCO 2018). The skills needed include the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and remain safe using a variety of digital technologies. Digital literacy skills exist on a continuum with varying degrees of competency depending on the context and on the level required in different situations.
Digital peripherals	An external device that provides input and output for the computer. Input examples: keyboard, mouse, joystick Output examples: monitor, printer, loudspeakers, headphones Input and output examples: hard drives, modems
Digital risk protection	Digital risk protection focuses on protecting organizational reputation, customer experience and revenue. Digital risk protection tools, products and services are designed to rapidly detect digital threats and respond to events to minimize organizational disruption and any financial losses. Digital risk protection reduces risks that emerge from digital transformation, protecting against the unwanted exposure of a company's data, brand, and attack surface and providing actionable insight on threats from the open, deep, and dark web.
Digital system	Digital system refers to features such as hardware, software and networks and their use. There may be several different components that make up one system, e.g. a computer has a central processing unit, hard disk, keyboard, mouse, screen, etc.
EFTPOS	Electronic Funds Transfer at Point Of Sale is a digital payment system for goods or services based on the use of payment enabled devices or cards.
e-Commerce	Commercial transactions conducted electronically using the Internet.
Emoji	Deriving from the Japanese words 絵 + 文字, 'e + moji,' 'picture + character,' emojis are ideograms and faces used as digital messages.
Ethernet cable	A cable that connects wired devices to the internet and for sharing data.

TERM	MEANING
GIF	Graphic Interchange Format, pronounced both 'jif' and with a hard 'G' as in Graphic, is a digital format for both animated and static images.
GPS	Global Positioning System provides your location on the earth or in the air where there is line of sight to at least four satellites.
HDMI	High Definition Media Interface is a connector of varying shapes and sizes for delivering high quality video and audio between devices.
IP address	Internet Protocol address is a numerical address for a device connected to a network that uses the internet to communicate.
Link	An abbreviation of <i>hyperlink</i> , is a clickable text or object that lets you jump directly to something on the internet
Mobile hotspot	A mobile phone or hardware that shares a wireless access point with another device for it to have access to mobile data
MMS	MMS is a method of sending text messages that include multimedia content using a mobile device, e.g. text with a photo, text with a video.
Netiquette	Refers to standards of good behaviour in online communication such as email, social media, online chats, forums, social networking sites.
Permissions	Granting an application or program a range of access from → to data, from such as contacts to hardware, such as a camera
Phishing	Phishing is the malicious practice of attempting to trick individuals or businesses to provide personal information e.g. logins, bank or credit card details. It is often done through email.
Ping	A connection's reaction time of a device sending a request and is measured in milliseconds.
QR Codes	A quick response code is a black and white squared pattern within a square that can be read by a mobile camera to decode an internet link, for example.
RCA connectors	Analog connectors, usually yellow for video and red and white for audio, that transfer audiovisual signals between devices.
Software/application	Software is a general term for computer data, while an application (app) is a kind of software used for a certain task. Applications are often operating system specific, while software is not necessarily so. Applications usually need user interaction to function while this is not necessarily the case with software.
Software Packages	Software packages are resources or files that are bundled together as a collection of software.
SMS	Short Message Service is a digital text message. This is different to an MMS or Multimedia Messaging Service that includes attachments, such as photos or video.
Sync	An → A derivative of <i>synchronize</i> , harmonizing data across devices.
Tablet	A tablet, or tablet PC, is a portable computer that uses a touchscreen.
Time-out	A setting or application that hides or restricts access to apps.
Transactions	Transactions include commercial transactions; refer to e-commerce, a communicative transaction; a digital message (SMS or MMS) or a document transaction (.pdf), unless otherwise specified.
Wi-Fi	Wi-Fi is a networking technology that allow a digital device to connect to the Internet wirelessly or to communicate with another device wirelessly within a limited distance.