Access and Equity Policy

1. Purpose

The purpose of this Policy is to provide a frame of reference in providing and maintaining training services that reflect fair and reasonable opportunity for all clients, regardless of their diversity; allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying and vilification.

2. Policy Statement

Greenhouse Education is committed to providing quality training and assessment products and services in compliance with the Standards for Registered Training Organisations (RTOs) 2015.

Greenhouse Education promotes, encourages and values equity and diversity with regard to clients. Greenhouse Education will ensure services offered are provided in a fair and equitable manner to all clients, free from bias.

Greenhouse Education is committed to providing flexible learning and assessment options, allowing clients alternatives which recognize the diversity of their individual needs and circumstances aiding them in their learning goals.

Greenhouse Education will ensure:

a) all training and assessment policies and procedures incorporate access and equity principles;

b) all learners have equitable access to the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction;

c) all nominations and enrolments into training courses and programs will be conducted at all times in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation; and

d) all learners/clients have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities, training opportunities.

3. Definitions

3.1 The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

3.2 Discrimination

Discrimination occurs when a person is treated less favourably than others due to the person's circumstances, characteristics or beliefs.

a) **Direct Discrimination**

Direct discrimination takes place when a person, organisation or group of persons is treated less fairly than others on the basis of stereotyped beliefs or views.

b) **Indirect Discrimination**

Indirect discrimination includes rules, practices or polices which appear to be non-discriminatory and equally applicable, but operate in such a way that certain groups of people are excluded without just cause.

3.3 Workplace Harassment

Harassment is any behaviour which is unwelcome, offends, humiliates or intimidates a person and causes the work environment to become unpleasant. If a person is being harassed then their ability to do their work is affected as they often become stressed and suffer health problems.

Harassment may result from behaviour which is not intended to offend or harm, such as jokes or unwanted attention however, this does not mean that it is lawful.

3.4 Sexual Harassment

The most common form of harassment is sexual harassment. Examples of sexual harassment include, but are not limited to:

    a)   Unwanted touching

    b)   Sexual innuendo propositions

    c)   Nude pin-ups and posters

    d)   Obscene telephone calls

    e)   Wolf whistles

Sexual harassment can occur among peers or co-workers, and in subordinate-supervisor, supervisor-subordinate or staff-student, student-staff, student-student situations.

3.5 Verbal Harassment

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

    a)   Sexual comments, advances or propositions

    b)   Lewd jokes or innuendos

    c)   Racist comments or jokes

    d)   Spreading rumours

    e)   Comments or jokes about a person's disability, pregnancy, sexuality, age or religion

    f)   Repeated questions about one's personal life

    g)   Belittling someone's work or contribution in a meeting

    h)   Threats, insults or abuse

    i)   Offensive obscene language

    j)   Obscene telephone calls, unsolicited letters, faxes and emails

3.6 Non-Verbal Harassment

Examples of non -verbal harassment include, but are not limited to:

a) Leering (e.g. staring at a woman's breasts)

b) Putting offensive material on notice boards, computer screen savers and emails

c) Wolf whistling

d) Nude or pornographic posters

e) Displaying sexist or racist cartoons or literature

f) Demoting, failing to promote, or transferring someone because they refuse requests for sexual favours

g) Following someone home from work

h) Standing very close to someone or unnecessarily leaning over them

i) Mimicking someone with a disability

j) Practical jokes that are unwelcome

k) Ignoring someone, or being cold and distant to them

l) Crude hand or body gestures

3.7 Physical Harassment

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

a) Unwelcome physical contact such as kissing, hugging, pinching, patting, touching, or brushing up against a person

b) Indecent or sexual assault or attempted assault

c) Hitting, pushing, shoving, spitting, or throwing objects at a person

d) Unfastening a person's attire

4. Policy Principles

Greenhouse Education will not accept any form of discrimination and we will apply the following principles in support of access and equity:

4.1 Access and Equity Principles

a) Greenhouse Education abides by access and equity principles.

b) Greenhouse Education will respect a client's right to privacy, confidentiality and be sensitive to client needs.

c) Greenhouse Education provides equal opportunity for all learners and is responsive to the individual needs of clients whose gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.

d) At enrolment, clients will be asked to identify personal needs or circumstances that may exist and for which they may require additional support (See Enrolment Policy).

e) Real Property Learning (RPL) will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence, victimization, and vilification or to deal with it appropriately if it occurs.

f) Greenhouse Education seeks to create a learning environment where all students are respected and can develop their full potential.

g) All clients are given fair and reasonable opportunity to attend and complete training.

h) All staff are given fair and reasonable opportunity to participate in relevant decision making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.

i) Deficiencies will be investigated to determine whether a breach or policy deficiency exists. Should a discrepancy be proven, the impact of that breach or deficiency will be identified along with how the policy should be amended to eliminate the breach or deficiency in the future.

j) All perceived deficiencies in the Access and Equity Policy are to be documented, assessed and reviewed by the Director Greenhouse Education.

k) Greenhouse Education will demonstrate its commitment by:

    i. Selecting students according to a fair and non-discriminatory process

    ii. Making its training relevant for a diverse student population

    iii. Providing suitable access to facilities and resources

    iv. Providing appropriate support services

    v. Providing appropriate complaints procedures

     vi.   Consulting with relevant industry groups

    vii.   Raising staff, contractor and student awareness of equity issues.

4.2 Equal Opportunity

Greenhouse Education is an equal opportunity company and does not discriminate against or favour target groups in either recruiting or training, unless prescribed by funding contracts.

Target Groups are defined as:

- Aboriginal and Torres Strait Islanders;
- People with a disability;
- People from non-English speaking backgrounds;
- People in transition and other special groups (i.e. people re-entering the workforce, long term unemployed, sole parents, people with literacy problems, and those who have been institutionalised);
- Women;
- People from regionally isolated communities.

4.3 Special Needs/Considerations

a) Clients intending to enrol for training with Greenhouse Education are requested prior to enrolment to advise Greenhouse Education if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.

b) Clients are encouraged to discuss with Greenhouse Education any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

c) Greenhouse Education, in collaboration with the Client, will assess the potential for the Client to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Clients' learning. However, no compromise to the integrity of the assessment against competency will be allowed.

d) Clients with a disability are required to have the ability to fulfil the core requirements of the units of Competence to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented.

4.4 Language, Literacy and Numeracy

a) Each Training Package sets a minimum requirement in language, literacy and numeracy skills of learners, with which Greenhouse Education must abide.

b) Greenhouse Education makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

c) Where a Client is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, Greenhouse Education will provide appropriate advice and support to the Client regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the Client's course of study.

4.5 Harassment

a) Harassment will not be tolerated at Greenhouse Education. If harassment occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or client involved in such behaviour. This may include termination of employment and removal of the client from the training course.

b) Serious cases of harassment may constitute a criminal offence.

c) Greenhouse Education will not tolerate behaviour which is considered to be sexual harassment and expects all staff, contractors and clients to treat each other with dignity and respect.

4.6 Bullying and Violence

a) Greenhouse Education will not tolerate bullying or violent behaviour and expects all staff, contractors and clients to treat each other with dignity and respect.

b) Greenhouse Education recognises bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

4.7 Vilification

a) Greenhouse Education will not tolerate behaviour which vilifies another person and expects all staff, contractors and clients to treat each other with dignity and respect.

4.8 Complaints

a) Greenhouse Education encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimization, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complaint if necessary.

b) Complaints will be investigated in a confidential manner and action will be taken to ensure that the discrimination/harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.

c) Those responsible for advising, conciliating or investigating a complaint must act fairly and impartially, they must act without bias and avoid any conflict or interest the respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.

d) All staff, clients and contractors involved with the Greenhouse Education complaint procedures will be treated with respect and courtesy. Enquiries and complaints will be dealt with in a sensitive, equitable, fair, and confidential manner. All attempts will be made to deal with matters expeditiously while ensuring all parties are provided with sufficient time to prepare and or respond.

e) Greenhouse Education acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.

f) Greenhouse Education encourages the reporting of behaviour that breaches equal opportunity policy, but will not tolerate vexatious or frivolous complaints.

4.9 Victimisation

a) In order for complaints to be brought forward, complainants must feel secure in the knowledge that Greenhouse Education's procedures will be followed without fear of reprisal.

b) Greenhouse Education will not victimise or treat any person unfairly for making a harassment complaint.

c) Greenhouse Education will not tolerate behaviour of victimisation of another person and expects all staff, contractors and clients to treat each other with dignity and respect.

d) Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment or vilification.

5. Greenhouse Education Responsibilities

Greenhouse Education has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for staff, contractors and clients to ensure that discrimination/harassment does not occur in the workplace.

Greenhouse Education will:
- Maintain policies and procedures for equal opportunities for all staff, contractors and clients;
- Disseminate policies and procedures to staff, contractors and clients;
- Examine all policies and practices, as they affect staff, contractors and clients to ensure the elimination of discrimination and harassment;
- Ensure that there is no discrimination against any individual client or group of clients or staff, in access to facilities, products and services;
- Educate staff and contractors on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted;
- Eliminate sexist and other discriminator language from all publications and discourage the use of such language in all printed material and in the speech of its staff, contractors and clients;
- Establish and maintain mechanisms to deal with complaints.

5.1 Director Responsibilities

Greenhouse Education's Director and Managers are responsible for client equity.

The Director will not condone nor engage in discriminatory/harassing behaviour.

The Director is responsible for ensuring that all staff are aware of this policy and that complaints will be dealt with in accordance with the terms of the Complaints and Appeals Policy.

The Director and Manager(s) are to ensure staff act according to this policy and all clients are made aware of their rights and responsibilities pursuant to this policy.

The Director will maintain the confidentiality of all complaints. If the Director feels that they are not the appropriate person to deal with the complaint, they will refer the matter to either a member of the

management team or an external independent party for review and/or action.

5.2 Staff, Contractors and Clients Responsibilities

Greenhouse Education staff, contractors and clients have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, clients and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Respect the rights of others;
- Respect people's rights to privacy and confidentiality;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness it the person being harassed decides to lodge a complaint;
- Observe site rules or behaviour guidelines set by Greenhouse Education Trainers/Assessors;
- Behave in a manner that does not interfere with the learning of others; and
- Conduct themselves in a responsible manner while in training;
- Ensure the rights of all clients to have their say, balanced with the responsibility to listen to others and allow others to have their say.

If a Greenhouse Education staff, contractor or client feels harassed, bullied or otherwise a victim of unwelcome behaviour, the staff, contractor or client is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the staff, contractor or client feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Director of Greenhouse Education should be contacted.

6. Legislation

This policy reflects our commitment to the following legislation:

a) National Vocational Education and Training Regulator Act 2011 (NVR Act) – Commonwealth

b) Vocational Education and Training Accreditation Act 1990 (New South Wales)

c) Education and the Education and Training Reform Act 2006 (Victoria)

d) Vocational Education and Training Act 1996 (Western Australia)

e) Vocational Education, Training and Employment Act 2000 (Queensland)

f) Training and Skills Development Act 2008 (South Australia)

g) Training and Workforce Development Act 2013 (Tasmania)

h) Age Discrimination Act 2004 (Commonwealth)

i) Disability Discrimination Act 2009 (Commonwealth)

j) Racial Discrimination Act 1975 (Commonwealth)

k) Sex Discrimination Act 1984 (Commonwealth)

l) Discrimination Act 1991 (Australian Capital Territory)

m) Disability Services Act 1991 (Australian Capital Territory)

n) Anti-Discrimination Act 1977 (New South Wales)

o) Anti-Discrimination Act (Northern Territory)

p) Anti-Discrimination Act 1991 (Queensland)

q) Equal Opportunity Act 1994 (South Australia)

r) Sex Discrimination Act 1994 (Tasmania)

s) Anti-Discrimination Act 1998 (Tasmania)

t) Equal Opportunity Act 2010 (Victoria)

u) Disability Act 2006 (Victoria)

v) Equal Opportunity Act 1984 (Western Australia)

7. Records Management

All documentation from regarding complaints concerning Access and Equity matters are maintained in accordance with Records Management Policy. (See Records Management Policy)

8. Monitoring and Improvement

All Access and Equity practices are monitored by the Director of Greenhouse Education and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

Greenhouse Critical Incident and Student Support Policy and Procedure

Purpose

This procedure describes the processes undertaken by the RTO to ensure that learners are supported through their training, learning needs are identified and critical incidents are managed.

Compliance

This policy relates to the following Standards: 1.7

Responsibilities

- Chief Executive Officer is responsible for overall application of this policy and procedure
- Quality Consultant is responsible for advising in line with events that take place and appropriate countermeasures.
- All staff are responsible for communicating where a learner identifies a need or when a critical incident occurs

Contents

Critical Incident & Student Support Policy and Procedure 2.0
Author: L Hollows   Approved: K Zuzic   Greenhouse Education (RTO52805)

Definitions

In this policy the terms:

"Employee" includes a contractor (or a contractor's employees);

"Educator" refers to any Employee who is directly involved with the training and/or assessment of Students;

"Company" refers to Skill Hire;

"Incident Management Team (IMT)" refers to the team responsible for reviewing, recording and providing advice in the event of a Critical Incident or Emergency where minors or students are affected. The IMT is made up from two or more of the following individuals as appropriate:

- Quality Consultant
- Counsellor / Mentor
- CEO

"Student" includes a candidate, trainee, apprentice, participant or client who is enrolled with the Organisation for the purpose of accredited training and/or assessment;

Greenhouse Critical Incident and Student Support Policy and Procedure

"Minor Student" includes a candidate, trainee, apprentice, participant or client who is enrolled with the Organisation for the purpose of accredited or non-accredited training and/or assessment and is under the age of 18 years at the time of enrolment;

Critical Incident includes an incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or system to function either at the time or later. For example, an on-site accident causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage property.

Emergency includes an event, actual or imminent, which:

- occurs on or off site;

- endangers or threatens to endanger life, property or the environment; and

- requires a significant and coordinated response.

For example, fire or bomb threats, hazardous materials spillage, prolonged loss of a utility (for example, water or power), cyclone and floods.

Note that this policy must be considered in tandem with general OHS/WHS and emergency management policies and procedures. This policy is specifically contextualised to how the Organisation manages these issues in relation to our duty of care over students and the additional responsibilities of the Organisation, Employees and Educators in relation to duty of care for Students both over and under the age of 18 years.

Policy Objective

To ensure that the Company through the actions of its Employees and Educators provide every student with the educational support the student needs to learn and maintain positive behaviour while ensuring a safe environment. Additionally, to ensure that where the safety of Students, Employees or Educators are put at risk, these situations are managed effectively.

Commitment

At Skill Hire we are guided by the following commitments, to ensure that:

Students are supported cognitively, as well as emotionally and socially;

Employees and Educators are aware of their rights and responsibilities in relation to student support, behaviour management and duty of care;

on-site and off-site education related emergencies and critical incidents are minimised in relation trauma and distress to students and staff and damage to property and to ensure the teaching and learning programs are maintained or resumed where possible.

Overview

This policy and the relevant procedure covers:

Day to day behavioural management of students;

Effective emergency management involves coordinated actions based on line management principles and designated responsibilities. This will:

- reduce the likelihood of emergencies and critical incidents;
- minimise the impact on students, staff and site activities; and
- facilitate the return of the site to normal operations as soon as possible.

Management of emergencies and critical incidents will involve consideration of: z prevention and mitigation of;

- preparedness for;
- response to;
- recovery from; and
- review of emergencies and critical incidents.

Force Majeure

Evacuation (Fire, Earthquake, Hazardous Substance or Bomb threat)

Response & Responsibilities:

In the event of a fire, earthquake, release of a hazardous substance or bomb threat that results in the need to evacuate the premises, Educators are responsible for safely escorting students out of the campus.

Educators and administration staff are responsible for ensuring that parents/guardians are notified as soon as practicable in the event of a real evacuation.

Preparedness:

Evacuation drills occur on a six month basis within the school and students are provided with information about evacuation procedures as part of their induction. Please refer to Emergency preparedness and response procedure for more information.

Note: Refusals to leave; where the student is under the age of 18 and the organisation has additional duty of care, educators can physically remove the minor where it is safe to do so.

Follow up: Counselling services to be made available to all students post event for a period of 2-4 weeks as determined appropriate by the IMT.

Lockdown

Response & Responsibilities:

Lockdown occurs when isolating students, staff and visitors from a perceived threat of physical harm at the school site by confining people to classrooms or other school buildings.

This situation is most likely to occur in relation to parents or guardians seeking access to a child where there may be a breach of a court order. In the circumstance that a student identifies an individual that presents a

perceived risk, the student will immediately inform the Educator. The Educator is responsible for moving the student to a secured classroom and notifying management.

Management is responsible for determining the appropriate action of confrontation with the individual in question, contacting local police or emergency response.

Where a student who is minor refuses to leave with an individual, permission from the nominated parent or guardian must be sought and recorded.

Educators and administration staff are responsible for ensuring that parents/guardians are notified as soon as practicable in the event of a lockdown.

Preparedness:

All minors are enrolled with permission of a nominated parent or guardian. The enrolment form allows individuals to identify where court orders are in place which the Organisation needs to be aware of. This information will be passed on to Educators where relevant.

The Organisation provides for counselling and mentoring services where this information can be noted or identified.

Student Behaviour

The Quality Consultant will document a whole Organisation plan to support positive student behaviour that includes:

- a student code of conduct stating the behaviours that students are required to learn and maintain at the school;
- the roles and responsibilities of staff in implementing whole school behaviour support;
- training and student management strategies that support positive student behaviour including:
    - the management of the education environment to promote positive student behaviour;
    - the organisation's strategy for communicating to parents/guardians on under 18 students' behaviour;
    - the organisation's strategy for deciding on the application of disciplinary measures;
    - the organisation's approach to coordinating with external agencies where required;
    - measures to address:
        - all forms of bullying;
        - aggression;
        - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
        - the presence of weapons on site;
        - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;

- the rules regarding personal use of mobile and other electronic devices, and responses o breaches of these rules; and

- the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

Bullying, harassment or assault (sexual or physical)

The Organisation must advise students that if they find themselves in a situation where they experience bullying, harassment or assault during a program, they must immediately inform:

- the Educator;

- and/or the Counsellor/Mentor, Quality Consultant and CEO.

Educators or Staff who become aware of any bullying, harassment or assault of students must inform the Quality Consultant or CEO to determine appropriate action.

Upon notification of sexual harassment during the Program, the Educator or Staff member will inform the CEO who will follow departmental policy and procedures in conjunction with the IMT (see Child Protection in Public Schools policy).

Bullying, verbal abuse or intimidation

Students agree and sign a Code of Conduct at Orientation, where an Educator or Staff member become aware of this the measure which can be taken include but are not limited to:

- **Initial Verbal Warning** (this should be done one on one with the student in private, where the behaviour is clearly identified, e.g. *"John, this is a first verbal warning that (INSERT BEHAVIOUR "swearing to other students/using that word") is not appropriate. If you continue to (INSERT BEHAVIOUR), the next step will be a formal written warning or removal from class."*)

- **Formal Written Warning** (Verbal discussion with the student and a formal email or letter identifying the behaviour, reference to breach of Code of Conduct, explanation of possible further actions)

- **Removal from class**; Where the behaviour presents a gross breach of code of conduct or where previous actions above have not been effective, the student is removed from class. This can be done by an Educator but with approval from management. A formal written response must be provided in line with above, examples may include where bullying or abuse is consistent or where it is a gross abuse or where the nature of the verbal abuse is presenting as an obstacle to the ability of all students within the environment to continue to engage with the training and assessment.

Physical assault on student or staff member

Any instance where a student physically assaults another student or staff member will result in immediate removal from class, a formal written warning, development of an IEP and consideration in relation to cancellation of the student's enrolment.

Greenhouse Critical Incident and Student Support Policy and Procedure

At all times the health, safety and welfare of Students and Staff are paramount. No Staff member or Educator should willingly place themselves in danger.

The Organisation has an ethos and environment where using physical contact to manage student behaviour is not necessary. However, at times, a situation may arise where physical contact or physical restraint is warranted. Regulation 38 of the School Education Regulations 2000 states that school staff may, under certain conditions, use physical contact with students.

Staff may take action, including physical contact with a student or a student's property, as is reasonable to:

- manage or care for a student; or

- maintain or re-establish order; or

- prevent or restrain a person from placing at risk the safety of any person.

For an understanding of how and under what circumstances this is appropriate please refer to the [Physical Contact with Students Guidelines](#).

After consideration of risk actions may include but are not limited to:

- physical intervention;

- physical intervention with support from other Educators;

- removal of other students from the area; and/or

- calls to local police or emergency services.

For further information on how this matter will be handled, please refer to Incident Reporting Procedure & Incident Investigation, Corrective and Preventative Action Procedure.

The IMT will be responsible for determining further actions as well as identifying appropriate individuals to make contact with parents/guardians and/or emergency contacts.

Accident/injury while on campus

For further information on how this matter will be handled, please refer to Incident Reporting Procedure & Incident Investigation, Corrective and Preventative Action Procedure.

The IMT will be responsible for determining further actions as well as identifying appropriate individuals to make contact with parents/guardians and/or emergency contacts.

Destruction to property

Any instance where a student wilfully causes damage to Organisational property will result in immediate removal from class, a formal written warning, development of an IEP and consideration in relation to cancellation of the student's enrolment.

At all times the health, safety and welfare of Students and Staff are paramount. No Staff member or Educator should willingly place themselves in danger. Physical contact with students is not allowed in order to prevent damage to property, with the exception of a circumstance where the behaviour also presents significant risk to the students own physical safety or the safety of others.

The process for management of this includes:

- removal of other students from the area;
- verbal notification to the student to stop the behaviour and identification that the behaviour is a breach of the Code of Conduct;
- notification to management of the incident;

Upon completion of the damage, Educators should remove the student from training for discussion and further action.

It is recommended that the student speak with the Counsellor/Mentor or QC to document the incident and liaise with the IMT on further actions.

Major accident or incident resulting in death on campus

For further information on how this matter will be handled, please refer to Notifiable Incident Reporting Procedure, Incident Reporting Procedure & Incident Investigation, Corrective and Preventative Action Procedure.

The IMT will be responsible for determining further actions as well as identifying appropriate individuals to make contact with parents/guardians and/or emergency contacts.

Any incident resulting in a death on campus will trigger an Evacuation and be classified as a Critical Incident.

The IMT is required to convene and determine the extent to which counselling and support services will be provided to Staff and Students. Support services should include but are not limited to:

- review of directly affected Students and Staff for signs of Post Traumatic Stress Disorder;
- grief counselling services for all Staff and Students;
- presentations by grief counselling services to affected Students & Staff.

Disclosure of abuse

Mandatory Reporting Legislation

Legislation requiring teachers, doctors, nurses, midwives, police and boarding supervisors to report beliefs of child sexual abuse to the Mandatory Reporting Service of Child Protection and Family Support. Legislation covering mandatory reporting of child sexual abuse is the Children and Community Services Act 2004.

Mandatory reporting only applies when a teacher, registered with the Teacher Registration Board of WA, or boarding supervisor is working in their role as a teacher or boarding supervisor either in a paid or voluntary capacity.

Educators and Staff are not required to report, however, where a Student discloses to an Educator or Staff member of any abuse, the Educator or Staff member are required to provide this information to the CEO or QC such that advise can be sought on the most appropriate actions.

The protection from incurring civil or criminal liability or professional misconduct when providing confidential information concerning suspected child abuse in good faith to Child Protection and Family Support or WA Police and prescribed authorities and/or authorised entities. Refer to section 28B of Children and Community Services Act.

Illegal objects/substances on site

There is no general right for the RTO staff, trainers and assessors to search student possessions and confiscate student property. Educators are not vested with the same powers as Police.

The School Education Regulations 2000 permit a principal or teacher to take possession of hazardous objects (for example, knives) brought to school by a student. RTO policy states that students and staff are not allowed to bring weapons or drugs on campus and that in the event of this, the RTO reserves the right to take temporary possession of hazardous objects.

In the event that illegal objects such as weapons, drugs or drug paraphernalia are found on campus, the RTO reserves the right to confiscate these items and alert police to their presence.

As such, response measure may include searching bags and lockers where there is a reasonable suspicion that such an object is in the possession of the student. It is always preferable for staff to request students to open their own bags and lockers for inspection. If the student is not sufficiently mature to make a reasonable and informed decision to permit a search of their possessions, the RTO should obtain the consent of the parent. If the student is sufficiently mature to make the decision and refuses permission, the search should not be conducted unless:

- staff have reasonable suspicion that the student is in possession of a hazardous item such as a weapon or drugs **AND**
- the item poses an *immediate threat* to the safety and welfare of students and staff.

Consideration should be given to whether Police assistance should be sought to conduct a search.

Any search of a student's bag should be undertaken in a private setting away from other students and dealt with in a sensitive manner. Treating a student with respect, informing them of the reasons for the search and allowing them to be present with an independent observer, such as a member of staff, makes the process less intrusive and the student is more likely to cooperate.

Disclosure of self-harm or intent to self-harm

Organisational staff need to be mindful, however, that some students will experience emotional and/or psychological distress during their school years, and that some students are exposed to trauma and cumulative harm. These factors, amongst others, could lead to an increase in the risk of mental health problems and, in some cases, suicidal behaviour and/or non-suicidal self-injury (NSSI). It is therefore of significant concern when suicide and self-harming behaviour is seen in students and it is important to take action. In Australia, suicide was the leading cause of death for children aged between 5 and 17 years in 2015 according to the Australian Bureau of Statistics. The Organisation and Educators can promote the mental health and wellbeing of students and members of their communities.

Suicidal behaviour includes suicidal ideation, suicide attempts and suicide.

- Suicidal ideation refers to an individual's thoughts about ending their life.
- An attempt refers to an individual harming themselves with the intent to die but not resulting in death.

- Suicide is a deliberate act to end one's life resulting in death. This is usually termed 'death by suicide' or 'suicided'.

A **direct disclosure** is when a student informs an Educator or Staff member of any feelings, thoughts or actions associated with suicidal behaviour or NSSI. This may include verbal disclosure or disclosure through an assessment where there has been an expression of suicidal behaviour or NSSI.

An **indirect disclosure** is when information or concerns for a student are brought to the attention of an Educator or Staff member by a third person such as another student, Staff, parent/guardian or community member.

At no time can staff maintain absolute confidentiality with a student who has disclosed suicidal behaviour or NSSI.

Staff and Educators must follow the [Department of Education School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury](#)

Nominated Staff for notification within the Organisation are the CEO, QC or HR Manager.

Nominated Staff to be able to conduct Suicide Risk Assessment is Lauren Hollows; QC.

Under the influence on site

The RTO has a policy that students and staff are not allowed on site under the influence of drugs or alcohol. Any person under the influence represents a risk to themselves and other students and staff. Particularly in light of the training offered, students under the influence are not able to safely operate potentially dangers equipment such as saws, hammers and power tools.

Staff need to be aware of the potential signs of students and/or staff under the influence. Symptoms associated with substance abuse are dependent upon the type of substance used. The following outlines observable symptoms for drugs and alcohol abuse for students;

- Physical and health warning signs of drug abuse

- Eyes that are bloodshot or pupils that are smaller or larger than normal

- Changes in appetite or sleep patterns

- Sudden weight loss or weight gain

- Deterioration in personal grooming or physical appearance.

- Impaired coordination, injuries/accidents/bruises that they won't or can't tell you about - they don't know how they got hurt.

- Unusual smells on breath, body, or clothing

- Shakes, tremors, incoherent or slurred speech, impaired or unstable coordination.

Behavioural signs of alcohol or drug abuse

- Skipping class, declining grades, getting in trouble at school;

- Drop in attendance and performance at work - loss of interest in extracurricular activities, hobbies, sports or exercise - decreased motivation;

- Complaints from co-workers, supervisors, teachers or classmates;

- Missing money, valuables, prescription or prescription drugs, borrowing and stealing money;

- Acting isolated, silent, withdrawn, engaging in secretive or suspicious behaviours;

- Clashes with family values and beliefs;

- Preoccupation with alcohol and drug-related lifestyle in music, clothing and posters;

- Demanding more privacy, locking doors and avoiding eye contact;

- Sudden change in relationships, friends, favourite hangouts, and hobbies;

- Frequently getting into trouble (arguments, fights, accidents, illegal activities.);

- Using incense, perfume, air freshener to hide smell of smoke or drugs;

- Using eyedrops to mask bloodshot eyes and dilated pupils.

Psychological warning signs of alcohol or drug abuse;

- Unexplained, confusing change in personality and/or attitude;

- Sudden mood changes, irritability, angry outbursts or laughing at nothing;

- Periods of unusual hyperactivity or agitation;

- Lack of motivation; inability to focus, appears lethargic or "spaced out.";

- Appears fearful, withdrawn, anxious, or paranoid, with no apparent reason.

The RTO has a policy in place where students can be asked to undertake a drug test where they present with symptoms that would reasonably indicate to an Educator to be under the influence and represent an immediate threat to the safety of themselves or other students if they remain on site under the influence. Where a student discloses that they are under the influence or where a drug test confirms a positive result, the following actions will be taken:

- Results or disclosure will be placed in the students confidential file;

- Student will be removed from the class for the day;

- The student will need to undertake counselling with the student counsellor or Quality Consultant;

- An Individual Education Plan will be put in place to identify positive behaviours and support mechanisms.

Where the student is under the age of 18 years, the results will be shared with the nominated parent or guardian.

Leaving campus without permission or notification

Students under the age of 18 are not allowed to leave the campus without express permission. Permission must be granted by parent or guardians, and Educators must be aware of students location at all times. Written permission is sought prior to or upon enrolment from parent/guardians.
Verbal permission will be granted or denied by Educators based on the students participation and progress within the course.

Unsafe use of equipment or general unsafe behaviour

All students are provided with inductions on how to use equipment and materials safely, the occurs upon the commencement of the qualification through WHS/OHS units as well as continually throughout training as new tools and equipment are introduced.

Where students do not conduct themselves in line with OHS/WHS, the following process is applied:

- Informal verbal warning
- Formal verbal warning (conducted one on one with student privately; "*This is a formal verbal warning based on your decision to XXXX, we have to maintain a safe environment for you and everyone else, as well as apply safety standards. If you continue to XXX, then we have to remove you from practical training and issue a formal written warning.*

  I need you to explain to me how your actions have breached OHS/WHS, why it was unsafe?")

  Once the student has acknowledged, the formal verbal warning is to be documented via email or in a note on the students powerpro profile.

Behaviour that directly threatens the safety and welfare of another student is addressed above.

Documenting Incidents & Issues

Where an incident of student behaviour needs to be documented, or where students participate in counselling with the counsellor, QC or CEO, a file is created for the student in the Quality Drive/ Student Critical Incidents / Student Last Name_student first name

This folder is restricted access to the CEO, QC and Counsellor and is to be treated as confidential.

Incidents as well as follow ups and debriefings need to be recorded and stored in the students file and within the Critical Incident Register.

Documentation should follow the templates and forms:

- Sample emergency and critical incident management plan for individual students
- Critical Incident Reporting Form

Debriefing

Debriefing should be carried out within three to seven days of the critical incident, when affected staff and students have had enough time to take in the experience. Debriefing is not counselling. It is a structured voluntary discussion aimed at putting an abnormal event into perspective. It offers individuals clarity about the critical incident they have experienced and assists them to establish a process for recovery.

The Debriefer helps individuals to explore and understand a range of issues, including:

- The sequence of events

- The causes and consequences

- Each person's experience

- Any memories triggered by the incident

- Normal psychological reactions to critical incidents

- Methods to manage emotional responses resulting from a critical incident.

Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed.

Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

Related Documents

- Assessment Appeals Policy

- Assessor Code of Practice

- Notifiable Incident Reporting Procedure

- Emergency preparedness and response procedure

Relevant legislation

- Australian Psychological Society Code of Ethics 2007

- Children and Community Services Act 2004 (WA)

- Disability Discrimination Act 1992 (Cth)

- Equal Opportunity Act 1984

- Occupational Safety and Health Act 1984

- Occupational Safety and Health Regulations 1996

- National Vocational Education and Training Regulator Act 2011

- School Education Act 1999

- School Education Regulations 2000

- Workers Compensation and Injury Management Act 1981

- Working with Children (Criminal Record Checking) Act 2004

- Working with Children (Criminal Record Checking) Regulations 2005

- WA Vocational Education and Training Act 1996

- WA Vocational Education and Training (General) Regulations 2009

- Volunteers (Protection from Liability) Act 2002

Related Department of Education Policies

- Duty of Care – VET for School Students Attending TAFEWA Colleges Program from Public Schools
- Emergency and Critical Incident Management
- Student Behaviour in Public Schools
- Keeping Our Workplace Safe Guidelines

Coronavirus Hygiene Protocols – March 2020

Due to ongoing concerns raised by the local transmission of coronavirus (COVID-19), the following protocols have been put in place. Anyone who has concerns about the nature of the protocols, you are encouraged to speak with management.

It is important to understand that while the reaction of some is to panic, it is important to understand the facts over the hype and what can be done, to support good health and hygiene practices. Daily updates are provided by the Department of Health, if you would like current information, please refer to the Department of Health website at https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert#current-status

Please note that the following are subject to change as the situation specific to WA develops.

What are the symptoms?

Symptoms can range from mild illness to pneumonia. Some people will recover easily, and others may get very sick very quickly. People with coronavirus may experience:

- fever
- flu-like symptoms such as coughing, sore throat and fatigue
- shortness of breath

How is the virus spread?

The virus is most likely spread through:

- close contact with an infectious person
- contact with droplets from an infected person's cough or sneeze
- touching objects or surfaces (like doorknobs or tables) that have cough or sneeze droplets from an infected person, and then touching your mouth or face

Prevention

Surgical masks in the community are only helpful in preventing people who have coronavirus disease from spreading it to others. ***If you are well, you do not need to wear a surgical mask*** as there is little evidence supporting the widespread use of surgical masks in healthy people to prevent transmission in public.

Everyone should practise good hygiene to protect against infections. Good hygiene includes:

- washing your hands often with soap and water (rub using soap for at least five seconds);
- using a tissue and cover your mouth when you cough or sneeze or coughing into the crook of your elbow;
- avoiding close contact with others, such as touching;

Additional protocols

- if you have travelled interstate or internationally within the last 14 days, please advise administration or management PRIOR to attending;
- if you are showing fever or flu-like symptoms, please do not attend training until you are well, training notes and additional materials can be provided for study from home if you wish;
- when participating in training, please try to maintain a distance of one meter from other participants;
- additional hand sanitising stations are being provided around the school, please make use of these, particularly before and after eating, using the restroom or any action that may result in droplets on your hands.

Home isolation, quarantine periods and/or the spread of COVID-19 can be stressful and may leave you feeling concerned. There are a range of support services available, including talking to a counsellor or other mental health professional. If you need support, please do not hesitate to speak with management or your trainer.

Thank you for your understanding and support in this matter.

Greenhouse Training & Assessment Strategy Development Policy and Procedure

Purpose

This procedure describes the processes undertaken by the RTO to ensure that the training and assessment strategies for all qualifications and accredited courses meet the requirements of the relevant training packages, industry expectations, and learner's individual needs.

The Training & Assessment Strategy document (TAS) provided for each course will define the qualification, packaging rules, units of competency and related trainers and qualifications, assessment methods, target audience, industry consultation, resource requirements, support services, provision of credit transfer and recognition and formal approval.

Compliance

This policy relates to the following Standards: 1.1 – 1.16; 2.2

Clause 1.1

The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Clause 1.2

For the purposes of clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:

a) the existing skills, knowledge and the experience of the learner

b) the mode of delivery

c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Clause 1.3

The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

a) trainers and assessors to deliver the training and assessment

b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment

c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery

d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

Clause 1.4

The RTO meets all requirements specified in the relevant training package or VET accredited course.

Clause 2.2

The RTO:

Greenhouse Training & Assessment Strategy Development Policy and Procedure

a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1

b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under clause 7.5, validation outcomes, client trainer and assessor feedback and complaints and appeals.

Responsibilities

- Chief Executive Officer is responsible for initial sign off on viability and final sign off on delivery
- Quality Consultant is responsible for preparing the draft and final TAS to ensure compliance with the Standards
- BDMs, Training Coordinator, Program Coordinator may submit a TAS request form
- Training Coordinator and Program Coordinator are responsible for set up of the program in the SMS
- Trainer & Assessors are responsible for providing feedback on TAS development and delivery in line with approved TAS
- Design & Development is responsible for populating and maintaining the links to ensure that TAS information on assessment types and location is correct

Developing Training & Assessment strategies

The development of Training & Assessment strategies (TAS) generally occurs in two major ways:

1. The development of TAS for courses that re new to the RTO.
2. The development of TAS that the RTO has experience in delivering and has knowledge in this strategy.

1. Introduction of New Courses

New training courses may relate to courses on the RTOs scope and not previously delivered by the branch / state, or courses that require an extension to scope by the RTO. If an extension to scope is required the course cannot be promoted until it appears on the RTO scope on Training.gov.au.

New courses may be identified through:

- ✓ An industry need is identified
- ✓ Direct enquiries for specific accredited training
- ✓ The marketing efforts of the RTO sales team
- ✓ An existing client wishes us to conduct training which is outside the RTO existing scope
- ✓ A new accredited course/training has been released that the RTO feels it can and should deliver.

Check:

- ✓ training.gov.au (TGA) web site to obtain information regarding qualification packaging rules.
- ✓ The relevant State implementation/purchasing guide is also downloaded, if available.

The decision to move into a new area of training is underpinned by a business case / risk assessment that supports the delivery of a course based on estimated revenues, trainer availability, resource availability and student numbers.

The process for the introduction of new courses may require the development of new course material as described in Resource Development Policy and Procedure. This assessment of available resources / development costs forms part of the risk assessment.

New courses by their nature are somewhat unknown by the RTO and consequently require additional investigation and consultation to ensure the program is designed to suit industry needs. This initial investigation / consultation may include the following stakeholders: clients, employers, Industry skills councils, trainers, industry bodies. The review may also investigate the structure of other commercially available courses in the marketplace. This initial process may be conducted by the Quality Consultant, trainer or suitable person. The relevant information will be collected on the TAS Request form to ensure all critical details are obtained.

If the course meets the risk assessment test a formal TAS will be developed and validated with interested stakeholders using the Training & Assessment Strategy Validation form.

The TAS will clearly identify:

- The course description – based on training package
- Course packaging rules (required no of units core/elective to complete course)
- The domain (Public / Corporate)
- Where additional units are required to meet industry needs
- Delivery period
- Practical Placement requirements (if applicable)
- Identify the target groups, industry sector
- Job outcomes and training pathways
- Industry / stakeholder consultation in the development of TAS
- Support services available
- Complaints and appeals process / links
- Entry assessment requirements and any factors limiting an individual's ability to participate in the course.

Greenhouse Training & Assessment Strategy Development Policy and Procedure

- Identify entry requirements or prerequisites
- Identify appropriate delivery and assessment modes.
- Identify the human and physical resources required to conduct the training and carry out the assessment, including trainer and student manuals, workbooks, etc. F-062 Resources checklist

Industry need identified, client course enquiry
Review of industry requirements to be met, training needs analysis, course identified, broad unit selection identified, etc.

Inital Request submitted through TAS Request Form
QC to review for compliance, materials and trainer available	CEO to approve based on viability and suitability in line with Business Plan

Industry Consultation & RTO Sign off
QC drafts initial TAS	CEO, Program/Training Coordinator and/or trainer seeks feedback and sign off

Resource Development
TAS is finalised, signed by relevant parties (with industry consultation), Resources are developed, Trainer Matrix confirmed

Regulator Approval
Application lodged through RTOPortal

Finalisation
Upon approval of regulator; course is created in PowerPro, TAS saved, approved and provided to trainer for delivery

Once finalised the Quality Consultant or authorised delegate can approve the TAS.

Where an extension to scope is required, the TAS, trainer matrix and sample of training / assessment resources form the application to scope which is processed through RTOPortal by the Quality Consultant.

With the qualification confirmed to be on scope the draft TAS is reviewed by the client and amended if/as required. The negotiation may involve changes to the units, delivery timelines

2. Development of a course delivered previously by the RTO

In cases where the RTO has delivered a similar course before all requests to approve a TAS should be accompanied by the TAS request form and identify:

- The requesting staff member name
- Course code and title – confirming that the qualification is on the RTO scope and that qualification status is 'current'
- Current print off from Training.gov.au with units selected in TAS clearly identified
  - o Import units should be hand written on the print off.
  - o Identify if the number of identified units exceeds packaging requirements and comment on why.
- List of clients that were consulted in the TAS development
  - o Name, position, company name
- Proposed trainer/s to train / assess for each unit
- The domain (corporate or public)
- Proposed start date
- Course duration (months) and schedule of delivery of units across course
- Identify the state RTO contact name (for TAS sign off)
- Identify the Client contact (for TAS sign off)

Greenhouse Training & Assessment Strategy Development Policy and Procedure

Industry need identified, client course enquiry
Review of industry requirements to be met, training needs analysis, course identified, broad unit selection identified, etc.

Inital Request submitted through TAS Request Form	
QCM to review for compliance, materials and trainer availability	GM to approve based on viability, resource purchases, development needs and suitability in line with Business Plan

Industry Consultation & RTO Sign off	
QCM drafts initial TAS	GM, Program/Training Coordinator and/or trainer seeks feedback and sign off

Finalisation	
TAS is finalised, signed by relevant parties	Course is created in PowerPro, TAS saved, approved and provided to trainer for delivery

Client consultation is undertaken to review possible training outcomes and expectations of the training. This consultation may occur over a number of meeting and with various stakeholders of the client and the RTO.

Once an understanding has been reached between the parties, the requestor for the TAS is to complete the TAS request form and clearly identify all aspects of the course.

The Quality Consultant will review the TAS for compliance to packaging rules and course structure.

CEO will review for financial viability, capacity and development requirements and sign off on progression.

A draft TAS will be created and provided to the requestor for review with the client / stakeholders. Any adjustments can be made at this stage. TAS Validation Form completed with signed TAS.

The agreed TAS is to be reviewed by the Quality Consultant for final approval. Any changes to the TAS are reviewed to ensure the compliance of the TAS has not been impacted and a final PDF copy of the TAS is created.

The client and the CEO sign the TAS. The Quality Consultant will sign the TAS and this becomes an approved TAS. Copies are provided to the client and trainer and the original is saved in the Client master file for future reference by the RTO staff.

Validation of Training & Assessment Strategies

The RTO seeks to involve the industry and employers to review the RTO's Training & Assessment Strategies (TAS) on a regular basis.

As per the policy, TAS not previously delivered by the RTO will be validated during development with relevant stakeholders.

Courses that the RTO delivers regularly (such as public and short courses) will be validated annually.

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

PURPOSE:

The College recognizes that the open exchange of ideas plays a vital role in the academic endeavour, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their trainers and peers about their courses, training and even their assignments. It is important for all students to acknowledge clearly when they have relied upon or incorporated the work of others, to ensure the proper use of sources while at the same time recognizing and preserving the importance of the academic dialogue.

This policy aims to support students in understanding the definitions and differences between creation of work based on ideas of others, referencing work of others and plagiarising work of others, specifically, where this renders the work inauthentic.

Compliance

This policy relates to the following Standards: 1.8 Rules of Evidence: Authenticity

Authenticity- Extract from Standard 1.8
The assessor is assured that the evidence presented for assessment is the learner's own work.

Authenticity- Extract from RTO Standards User Guide

Ensure that evidence gathered 'belongs' to the learner being assessed and provides evidence of that person's skills and knowledge.

Verify that the person you are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. This can be particularly challenging if you deliver distance training, including through online methods, where there are more opportunities for learners to submit the work of others than there are in a 'traditional' classroom setting. This does not remove your responsibility to verify the identity of a learner enrolled in a face-to-face course, but it is clearly easier to do this through direct interaction with the learner. Regardless of the delivery method, you must be able to demonstrate how you have verified the identity of the learner.

If substantial portions of the evidence submitted are gathered through independent study (e.g. assignments or projects) rather than direct observation, consider using online systems to check work submissions for plagiarism and identical content in other submissions.

Scope

Plagiarism, Cheating & Collusion Policy and Procedure 2.0

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

This policy pertains to all students enrolled at Greenhouse Education and is applicable for the trainer & assessors considerations in deeming competency.

This Policy should be read in conjunction with the Student Code of Conduct.

This policy should be read in conjunction with the Effective Assessmetn Policy and Procedure.

Plagiarism- First Warning

THE RTO recognises that students who are unfamiliar with the conventions of academic writing can sometimes unintentionally plagiarise. If your work displays poor use of paraphrasing or the inclusion of copied material that hasn't been cited, or if your attempts to reference your sources is unsatisfactory you may be found to have plagiarised. If you are a 'New to THE RTO' student this may be classified as Fist Warning Plagiarism.

This action is NOT considered to be academic misconduct but it is still considered to be unacceptable and you may be required to correct the problems before your work can be marked. Failing to correct and resubmit the work is the same as never having submitted and you will receive no marks for that assessment. Failing to correct the problem may result in fees being charged.

Plagiarism- Final & Formal Warning

If you do not take active steps to learn the conventions of academic writing and the specific procedures associated with the style of referencing used in your discipline area you may be accused of more serious plagiarism. This type of offence IS considered to be academic misconduct and will attract penalties because it is considered to be too serious to be addressed by remedial advice alone.

Please note that providing your assessment to another student so that they can submit it as their own work is also considered collusion and if you provide your work, you can be suspended or cancelled from a unit on the basis of academic misconduct also.

You will be provided with a formal written warning with an explanation around the circumstances and evidence which you have been found to have breached academic misconduct. This notice will outline that another circumstance will result in a Unit Outcome of Not Competent and may result in Academic Suspension, fees & penalties or expulsion.

Serious Academic Misconduct- Serious Plagiarism, Collusion or Cheating.

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

An accusation of plagiarism, collusion or cheating at this level is very serious. If your work demonstrates clear intent to cheat or defraud by copying all or significant portions of the material presented in your work, by having someone else complete the work for you or by colluding with another person you may find yourself accused of Serious Academic Misconduct. This IS considered to be serious academic misconduct and will attract severe penalties such as an annulled grade for the unit or the suspension of the ability to enrol in units for a period of time. In the case of international students this may affect your CoE and/or Visa.

Examples of Serious Academic Misconduct include asking students to provide their work to you, using previously submitted work of another student as your own, or purchasing assessments online.

Any accusation of this nature will be brought in front of a Panel including the CEO and Principal for determination of outcome and consequences.

Harvard Referencing Guide

The below information is taken in full from the Harvard Referencing Guide and some contextualised examples from RMIT University.

HARVARD REFERENCING EXAMPLES

Important: This is a guide only. To avoid losing marks:

1. Confirm referencing requirements of your school with your lecturer, and

2. Use Snooks & Co 2002, *Style manual: for authors, editors and printers*, 6th edn, John Wiley & Sons, Milton QLD. to clarify referencing rules or if you need more examples. This guide is based on this publication.

Harvard is an author-date referencing style. You need to follow this style when acknowledging your information sources.

Harvard style requires in-text references and the reference list. In-text references appear within the body of the document. They include the author(s) family name and the year of publication, with extra details if required, such as page numbers. A reference list provides full details of all in-text references at the end of the document.

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

IN-TEXT REFERENCES

You must acknowledge each author or source of information (print or online) either by paraphrasing or using a direct quote.

Paraphrasing is when you are expressing the ideas of the author(s) in your own words. When paraphrasing, use round brackets to add the author(s) family name and the year of publication at the end of the sentence. Or use the author's name as part of your sentence, followed by the year of publication in round brackets.

Direct quote is when you are using the exact words of the author(s). Put direct quotes between single inverted commas (quotation marks), and add a page number. Do not overuse direct quotes.

Single author (paraphrasing)

It is argued that… (Carroll 2012).

Carroll (2012) argues that…

Single author (direct quote)

'A major criticism of business is that it abuses its power' (Carroll 2012, p. 26).

Carroll (2012, p. 26) argues that 'a major criticism of business is that it abuses its power'.

Two or three authors (paraphrasing)

It is suggested that…(Cabrera & Unruh 2012).

Kuratko, Goldsby and Hornsby (2012) suggest that…

Remember: use an ampersand (&) when listing authors in round brackets. Use the full word 'and' when mentioning authors in a sentence.

Four or more authors (paraphrasing)

It is recommended that… (Chalkley et al. 2012).

Chalkley et al. (2012) recommend that…

Multiple citations in a single sentence

List all citations alphabetically, separated by a semi-colon (;).

It has been claimed that… (Carroll 2012; Chalkley et al. 2012; Kuratko, Goldsby & Hornsby 2012).

Two or more publications by the same author(s) and in the same year

Insert a letter (starting with the letter 'a') after the year. In the reference list, include the same letter after each year of publication.

It is argued that… (Jamison 1991a).

Jamison (1991b) argues that…

Secondary citations

When you refer to the work of one author cited by another, include the original source of the information and where you read it. In the reference list, only include the text you read, not the original source.

For example, if an article by Hosany and Martin you are reading cites Heath and Scott, put the Hosany and Martin reference in the reference list. Your in-text references should look like these:

Early research indicated… (Heath & Scott, cited in Hosany & Martin 2012).

Heath and Scott (cited in Hosany & Martin 2012) claim that…

Encyclopedia or dictionary entry without an author

Add the publication title (in italics) and the date. Do not include these references in the reference list.

The ABO system is… (*Dictionary of biology* 2014).

Encyclopedia or dictionary entry with an author

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

Add the author's family name and the date. Include the full reference in the reference list.

> The characteristics of action research include… (Adams 2010).

Personal communication

Add an in-text references for personal communication, such as interviews, phone conversations and letters, as per below example. Do not include these references in the reference list.

> My field placement supervisor commented '… ' (CM Burns 2014, pers. comm., 20 April).

> Ms Merrick (Melville Shire Council CEO) confirmed the details by email on 25 April 2014.

Publications without authors

Publications without authors do not need to be included in the reference list. Here are some examples:

Dictionary or encyclopedia entries, and newspaper articles The

> ABO system is … (*Dictionary of biology* 2014).

> The *Age* (21 May, p. 12) reports that …

Legal material (case or legislation) and streaming or YouTube videos

> The Australian Copyright Council initiated a test case against the University of NSW (*University of New South Wales v Moorhouse and Angus & Robertson (Publishers) Pty Ltd* (1975) 133 CLR 1).

> Section 55 of the *Competition and Consumer Act 2010* (Cth) states that ' … there is a guarantee that the goods are reasonably fit for any disclosed purpose, and for any purpose for which the supplier represents that they are reasonably fit … '.

> Often designers think in terms of products and services rather than about the vision of a company or organisation (*Design & thinking: a documentary on design thinking* 2012).

> Learn more about what is a Library subject guide (*What's a library subject guide* n.d.).

Publications without page numbers

If quoting from a document without page numbers, include the location of the quote using the paragraph number, or section heading.

'Optimal immunisation schedules...' (World Health Organization 2014, para. 3).

'Deaths due to malaria...' (World Health Organization 2013, Reported deaths section).

REFERENCE LIST

General rules

List publication details of all your in-text references at the end of the document. Use a 'References' or 'Reference List' heading on a new page.

Check with your teacher/lecturer or supervisor if you need to provide a bibliography. The bibliography lists research sources you have read but not referenced in your document.

List references alphabetically using the author's family name. An author can be an individual, a company or an organisation, such as a government department.

Include an appropriate format for each publication. The format could be a book, book chapter, journal article, website, etc.

Punctuation and the order of elements in a reference are important. Here is how you order and punctuate elements in a printed or PDF publication:

> Author's family name, initial(s) year of publication, Title (in italics), Publisher, Place of Publication.

Young, JK 2014, *My very important book*, University Press, Melbourne, Vic.

And this is how you reference online sources:

> Author's family name, initial(s) year, Title (in italics), source type, viewed date, <URL>.

Webber, S & Boon, S 2006, *Information literacy blog*, blog, viewed 10 January 2008, <http://information literacy.blogspot.com>.

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

Here are more examples:

Books

Book with single author

> Carroll, AB 2012, *Business & society: ethics, sustainability, and stakeholder management*, 8th edn, South-Western Cengage Learning, Mason, OH.

Book with multiple authors

List all authors as they appear on the title page of the book. Use an ampersand (&) to separate the last two authors.

> Chalkley, T, Brown, A, Goodman, M, Cinque, T, Warren, B, Hobbs, M & Finn, M 2012, *Communication, new media and everyday life*, Oxford University Press, South Melbourne, Vic.

Book with no author

> *Style manual for authors, editors and printers* 2002, 6th edn, John Wiley & Sons, Milton, Qld.

Edited book

> Lubkin, IM & Larsen, PD (eds), *Chronic illness: impact and interventions*, 8th edn, Jones & Bartlett Learning, Burlington, MA.

Book with an edition number

For a book with an edition number, add the number and the abbreviation 'edn' after the title of the book. There is no need to include edition information if a book is a first edition, or if no edition is mentioned.

> Carroll, AB 2012, *Business & society: ethics, sustainability, and stakeholder management*, 8th edn, South-Western Cengage Learning, Mason, OH.

Chapter in an edited book (book chapter)

For a book chapter, include page numbers after the place of publication.

> Schirm, V 2013, 'Quality of life', in IM Lubkin & PD Larsen (eds), *Chronic illness: impact and interventions*, 8th edn, Jones & Bartlett Learning, Burlington, MA, pp. 183-206. e-Book e-Books with full-page format/imaging (PDF) are cited the same way as printed books.

Encyclopedia and dictionary entries

Adams, P 2010, 'Action research', in *Encyclopedia of Research Design*, NJ Salkind (ed.), Sage Publications, Thousand Oaks, CA.

Encyclopedia or dictionary entries without an author do not need to be included in the reference list.

Journal and newspaper articles

Journal/magazine article (print and PDF)

Include page numbers after the volume and issue details (if supplied).

Taylor, CM, Karunaratne, CV & Xie, N 2012, 'Glycosides of hydroxyproline: some recent, unusual discoveries', *Glycobiology*, vol. 22, no. 6, pp. 757-767.

In-text references for journal articles without an author need date and page number. But these articles do not need to appear in your reference list.

Inspire (June 2012, p.14) states that...

e-Journal article (HTML format only) Add the viewed date and the URL.

Ogilvy, J 2011, 'Human enhancement and the computational metaphor', *Journal of Evolution & Technology*, vol. 22, no. 1, viewed 11 June 2012, <http://jetpress.org/v22/ogilvy.htm>.

e-Journal article from a library database (HTML format only) Add the viewed date and the database name.

Hosany, S & Martin, D 2012, 'Self-image congruence in consumer behavior', *Journal of Business Research*, vol. 65, no. 5, pp. 685-691, viewed 27 May 2012, Elsevier SD Freedom Collection.

Newspaper article (print newspaper)

Martin, P 2014, 'Melbourne tops nation's growth', *The Age*, 7 April. p. 2.

In-text references for newspaper articles without an author need date and page number. But these articles do not need to appear in your reference list.

The Age (18 May 2012, p.3) states that...

Newspaper article from a library database (HTML format only) Add

the viewed date and the database name.

Carney, S 2012, 'Gillard paying price for gamble on the numbers', *The Age*, 26 May, p. 23, viewed 29 May

2012, Factiva database.

Newspaper article (an online newspaper)

Banks, D 2010, 'Tweeting in court: Why reporters must be given guidelines', *The Guardian,* 15

December, viewed 25 November 2015,

<http://www.theguardian.com/law/2010/dec/15/tweeting-court-reporters-julian-assange>.

Internet sources and social media

Blog

Webber, S & Boon, S 2006, *Information literacy blog*, blog, viewed 10 January 2008, <http://information

literacy.blogspot.com>.

Blog post

For a blog post, include the 'title of post'.

Thesis Whisperer 2013, 'Wormhole literature', *The Thesis Whisperer*, blog post, 3 April, viewed 8 January

2014, <http://thesiswhisperer.com/2013/04/03/the-wormhole-incident/>.

Facebook

Smith, P 2015, *Rethinking higher education the team is everything*, Facebook, 25 April, viewed 16 June

2015, <https://www.facebook.com/pages/Peter-P-Smith/196037770427320>.

Podcast/vodcast

Isherwood, B 2012, *Where ideas come from*, podcast, 12 September, viewed 5 June 2014,

<http//itunesu.rmit.edu.au/node/862>.

Streaming video

Design & thinking: a documentary on design thinking 2012, streaming video, Muris Studio, viewed 23

March 2014, <https://rmit-kanopystreaming-com.ezproxy.lib.rmit.edu.au/video/design-andthinking>.

Twitter

Obama, B 2016, *It's time for Senate leaders to put politics aside ...*, Twitter, 17 May, viewed 19 May 2016, <https://twitter.com/BarackObama/status/732589315478290432>.

YouTube video

RMIT University 2014, *What's a library subject guide*, YouTube, 8 October, RMIT University, viewed 18 April 2016, <https://youtu.be/IXo58MojuKI>.

Website document

If a website document doesn't have an author (individual or corporate), start with the title of the document in italics followed by the date. If there is no date, use n.d.

World Health Organization 2014, *WHO recommendations for routine immunization - summary tables*, World Health Organization, viewed 1 May 2014, <http://www.who.int/immunization/policy/immunization_tables/en/>.

Reports and standards

Company report

Wesfarmers Limited 2015, *Sustainability report* 2015, Wesfarmers Limited, viewed 18 April 2016, <http://sustainability.wesfarmers.com.au/>.

Industry report

Schulman, C 2012, *Internet service providers in Australia*, industry report, IBISWorld, viewed 9 August 2013, retrieved from IBISWorld Database.

Standard from a database

Standards Australia 2010, *Residential timber-framed construction - non-cyclonic areas*, AS 1684.22010, viewed 28 September 2012, SAI Global database.

Legal material and patents

Legal material – Case

University of New South Wales v Moorhouse and Angus & Robertson (Publishers) Pty Ltd (1975) 133 CLR 1.

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

Legal material – Legislation

Competition and Consumer Act 2010 (Cth).

Patent

Gupta, BB & Kasapis, S 1997, *Water-continuous spread*, US Patent 5614245.

Other sources

Lecture notes

Sample, S 2016, 'Introduction to your course', lecture notes, COURSECODE, RMIT University, viewed 18 April 2016, <https://my.rmit.edu.au/portal/myStudies/#/lecturenotes/week1>.

Video, film, DVD

Specify the multimedia format after the date, e.g. video recording. Add any other useful information after the citation, e.g. directed by…

Coco Chanel & Igor Stravinsky 2010, video recording, Madman Entertainment, Australia. Directed by Jan Kounen.

Personal communication (interview, phone conversations, letters)

Information obtained from personal communication does not need to be included in the reference list.

Conference Proceedings

Gudmundsson, A & Laing, L 2011, 'Facilitating student self-reflection in a blended learning environment', in *ATN Assessment Conference 20011 Proceedings*, Curtin University, Perth, 20 – 21 October, viewed 5 August 2016, <http://ctl.curtin.edu.au/events/conferences/atna2011/files/ATNA_2011_Proceedings.pdf>.

Dataset

Bureau of Meteorology 2011, *High-quality Australian daily rainfall dataset*, Australia's high-quality climate change datasets, data file, Australian Government, Bureau of Meteorology, viewed 17 November 2011, <ftp://ftp.bom.gov.au/anon/home/ncc/www/change/HQdailyR>.

Table

Greenhouse Plagiarism, Cheating & Collusion Policy & Procedure

Melbourne Water 2012, *Weekly water report 5 January 2012: Chart view Daily residential water use in Melbourne*, Melbourne Water, Victoria, viewed 12 January 2012, <http://www.melbournewater.com.au/waterdata/waterstorages/Weekly-waterupdate/Pages/Weekly-water-update-archive.as>.

For more examples on how to reference visual materials, go to the [Library's guide on Harvard Referencing for](#) [Visual Materials](#) [rmit.libguides.com/harvardvisual].

Greenhouse Effective Assessment Policy and Procedure

1. Purpose

To ensure that the RTO assessment procedures meet the requirements of the endorsed training packages and outcomes specified in the accredited courses within RTO's scope of registration. Additionally, the assessment process meets the Principles of Assessment and Rules of Evidence.

2. Compliance

This procedure relates to the following Standards: 1.1-1.4, 1.8-1.12, 1.13-1.24, 1.25

3. Scope

This procedure is designed to ensure an effective assessment system is applied to all learners within the RTO.

Curriculum Development is responsible for ensuring that tools developed meet training package requirements and the principles of assessment and allow for evidence to be collected in line with the Rules of Evidence.

Assessors are responsible for final assessment outcomes.

Quality & Compliance Manager is responsible for development and maintenance of the assessment system; training of staff in this policy and current regulator interpretations; monitoring of outcomes in line with this procedure.

CEO is responsible for performance management of staff who are identified as not conforming to the procedure.

This procedure is designed to be read in conjunction with the

- Training and Assessment Strategy Development Procedure (outlines how training programs are developed)
- Validation Procedure (outlines how the RTO manages validation of assessment decisions)
- Trainer & Assessor Capability & Development Procedure (outlines how the RTO ensures that assessment is undertaken by suitably qualified assessors)
- Learner Support Procedure (outlines how learner needs are identified and assessments can be adapted to meet individual learner requirements)
- Complaints and Appeals Procedure (outlines how learners can challenge assessment decision outcomes)
- Conflict of Interest Procedure (outlines how staff can identify where a potential conflict of interest may affect an assessment decision to ensure validity of the assessment process)

Author: L Hollows   Approved: K Zuzic   Greenhouse Education (RTO52805)

Greenhouse Effective Assessment Policy and Procedure

This procedure should be read in conjunction with [Chapter 4 of the RTO User Guide](#) , the [ASQA Guide for Developing Assessment Tools](#) and the TAC Assessment Fact Sheet found at https://www.tac.wa.gov.au/StandardsRTOs2015/Pages/Fact%20Sheets/Fact-sheets.aspx

Objectives

The assessment system is designed to ensure that assessment within the organisation:

a) Meets the needs of learners, staff and stakeholders

b) Provides clear guidelines for staff on assessment practices

c) Meet the principles of assessment and rules of evidence

d) Is undertaken by qualified trainers and assessors

e) Meet obligations to:

    i. Training Accreditation Council (TAC)

    ii. Australian Qualifications Framework (AQF)

    iii. Training Package Requirements

f) Meet organisational commitments and obligations to access and equity

4. Assessment Model

Assessment involves collecting and interpreting evidence in order to make a decision to determine competency. Competency based assessment is a system of collecting evidence about a person's performance to a pre-set standard. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, only competent (C) or not yet competent (NYC) for units of competency. Individual assessment instruments are deemed either satisfactory or not yet satisfactory.

Formal assessment can take place in many different ways and may include:

a) Practical assessment such as demonstrations and observations;

b) Theoretical assessments such as knowledge based tests, written questions, essays, etc;

c) Product based methods such as completed JSAs, position descriptions, projects;

d) Recognition of Prior Learning (See Recognition Policy for more details)

Greenhouse Effective Assessment Policy and Procedure

Three levels of assessment:

Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement. This assessment type may be utilised prior to enrolment as part of suitability assessments or as part of the recognition process.

Units of competency and clusters for learners who are not eligible or choose not to apply for recognition are assessed through a combination of formative and summative assessment tools within the assessment guide for each unit or cluster.

Formative assessment assists and supports training by monitoring and advising learners of their performance and rate of progress against the training outcomes. This provides feedback to the learner, supervisor and trainer on what development activities are needed to achieve the required competencies. Generally observations, portfolios and projects are used as common formative assessments as these take place over a period of time and in conjunction with training.

Summative is cumulative evaluation of achievement of the Training outcome. Often conducted in the workplace or a simulated workplace (depending on the qualification/unit of competency), summative assessment confirms achievement of the competency requirements have been met for the unit. Some examples of standard summative assessments are demonstrations, knowledge based tests and practical placements.

Principles of Assessment

All assessments are designed and validated to ensure that they meet the Principles of Assessment as outlined below. Assessments are designed with specific instructions and templates to ensure that instructions are as clear as possible for all parties.

Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. *Needs are initially assessed at enrolment but can be identified later in class also by the assessor and/or assessor, refer to Enrolment Procedure.*

The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. *This is addressed through providing clear instructions in the learner guides.*

For more information see Learner Support Procedure.

Greenhouse Effective Assessment Policy and Procedure

Flexibility

Assessment is flexible to the individual learner by:

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

For more information see Learner Support Procedure.

Validity

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

Validity requires:

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

For more information see the Validation Procedure.

Reliability

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

Marking guides are available to all assessors to ensure that judgements are consistent and expectations for competency are as clear as possible.

For more information see the Validation Procedure.

Rules of Evidence

Evidence is collected in line with the rules of evidence.

Validity

Greenhouse Effective Assessment Policy and Procedure

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

Mapping tools assist assessors in ensuring that all components of the units of competency are addressed through the assessment guide. Marking guide provide guidance on the quality and quantity of evidence expected. Validation processes confirm assessment decisions have been made correctly.

Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

Observation of skills is undertaken directly by the assessor, written submitted assessments are periodically monitored for plagiarism and validated by competency questions where assessors have doubts about the authenticity or consistency in evidence submissions.

Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

5. Quality and Continuous Improvement

Quality and continuous improvement will be achieved through the development, review and continuous assessment of procedures against Registered Training Organisations best practice assessment systems. For more information see Continuous Improvement Procedure, Industry Engagement Procedure and Validation Procedure.

6. Role of the Assessor

The primary role of the assessor is to assess and judge a learner's skills and knowledge of competence against a set of standards.

The assessor must:

a)   Ensure that safety of the personnel involved in the assessment is maintained at all times

b)   Interpret and understand the performance criteria and evidence guides

c)   Ensure that supplied evidence meets the standards

Greenhouse Effective Assessment Policy and Procedure

   d)   Ensure that the evidence is valid, reliable, authentic, consistent, current and sufficient

   e)   Make fair and objective judgements

Additionally, assessors are required to provide feedback in the development of assessment tools and validation of assessment outcomes.

Assessor Requirements

In order to initiate assessment of training outcomes, occupational competencies and recognition of prior training, assessors must have:

   a)   Accredited assessment competencies as outlined in Standards 1.13-1.16;

   b)   Relevant vocational competencies at least to the level being assessed;

   c)   Demonstrated current industry skills directly relevant to the assessments being performed;

   d)   Continual development of their Vocational Education Training knowledge and skills as well as their industry currency and assessor competence.

All assessors must be approved by the CEO and Quality Consultant and have been inducted to the RTO policies and procedures prior to undertaking any assessment on behalf of the RTO.

For more information on this process refer to the Trainer & Assessor Capability and Development Procedure.

Assessors are encouraged to abide by the Assessor Code of Conduct outlined below.

Assessors Code of Conduct

Code of practice for assessors

The code of practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work. This code is loosely based on an international code developed by the US-based National Council for Measurement in Education.

The code reinforces the performance outcomes of assessment units in TAE10 Training and Education Training Package.

We, as assessors, understand and will ensure:

Greenhouse Effective Assessment Policy and Procedure

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Recording Assessment Outcomes

The RTO is responsible for recording assessment outcomes and for the maintenance and security of records in a permanent and accessible system.

Assessment records are checked by administration prior to outcomes being recorded in the Learner Management System and reported to state or federal bodies.

Greenhouse Effective Assessment Policy and Procedure

Appeals process

Appeals will be managed in accordance with the Appeals Procedure. All learners have access to appeal assessment decisions made.

Recognition

Recognition will be managed in accordance with the Recognition Procedure (this includes Recognition of Prior Learning and Credit Transfer).

Re-assessment

All learners are entitled to a minimum of one free re-assessment after additional training has taken place. Assessors are to make a determination as to whether a learner can have a second reassessment or if complete retraining in the unit of competency/cluster needs to occur.

Where a learner does not satisfactorily meet the requirements of an assessment, assessors can review under reasonable adjustment if further changes can be made to the assessment without compromising the integrity of the outcome of the unit of competency.

Where a practical assessment that has high resource requirements is required to be re-assessed fees may apply, see Fees and Charges Policy for more details.

Clustered Assessment Determinations

Achieving a Not Yet Satisfactory on a clustered assessment does not necessarily preclude a learner from achieving Competent across all units within the cluster.

Where a learner has undertaken a clustered assessment but is only able to successfully demonstrate competency to some but not all of the assessment, the assessor should refer to the mapping guides to make a determination of competency specific to individual units of competency within the cluster.

7. Understanding Assessment Determinations

Below are a range of possible assessment outcomes and their definitions as supplied by the AVETMISS Data Element Definitions

Competency not achieved/fail

The learner has attempted all of the requirements for the assessment and has been assessed as not competent, or as not satisfying one or more of the requirements for the unit of competency or module. For example, this code would apply if a learner attempted ten often required assessments and was assessed as not competent in one or more of the assessments. However, if a learner had only attempted nine of the ten assessments, this code would not be used as the learner must attempt all of the assessments in order to receive a 'Competency not achieved/fail' code.

Withdrawn/discontinued

Withdrawn is reported for learners under two possible scenarios. The first scenario is that the learner has engaged in some learning activity and has then notified the training organisation of their withdrawal before completing all of the assessment criteria.

The second situation is where the learner has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the training organisation.

In this situation, a learner does not attend the final assessment and has not made contact with the training organisation to formally withdraw or arrange a continuing status. The withdrawn code applies in this situation, even if the learner has completed some assessments and been assessed as not competent for one or more assessments.

Note: In WA, if withdrawal date is in previous calendar year, approval from the CEO must be sought prior to changes within the data.

Note: For more information about this please refer to our Course Progress Policy and Procedure.

Non-assessable enrolment

Only to be used for non-accredited training

Assessment tool development

8. Procedure

Greenhouse Effective Assessment Policy and Procedure

- Admin will be responsible for enrolling learners in elearn and ensuring that all learners have access to training and assessment materials
- Assessors are ultimately responsible for ensuring that evidence of competency is collected in line with the training package, Rules of Evidence and Principles of Assessment
- Quality Consultant will provide an annual review of the effective assessment policy and provide any outstanding issues in a report to the CEO for actioning
- Quality consultant will work with trainers and the CEO to undertake validation as per the validation schedule
- The CEO and owners are ultimately responsible for ensuring the assessment system is compliant.

9. Related documents

The following documents are part of the RTOs assessment system-

- Training and Assessment Strategies
- Assessment documentation
  - o Mapping Guide
  - o Assessor Marking Guides
  - o Assessment Guide (Learner Versions)
  - o Industry Placement Logbooks
  - o Host Employer Suitability Checklists
  - o Video and photographic uploads
- Trainer & Assessor documentation
  - o Trainer matrices
  - o aXcelerate matrices
  - o various AQF documentation
  - o evidence of currency for both industry and VET will vary
- Validation documentation
  - o Validation register
  - o Validation forms

10. Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed.

11. Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

12. Schedule of Approvals and Amendments

This document is owned by Katrina Zuzic, CEO.

Status Initial document / Amendment	Actioned By	Date of Review	Scheduled Review
Created & Reviewed	Katrina Zuzic	01/02/2019	01/02/2020
Minor updates	Lauren Hollows	13/10/2019	01/07/2020

Katrina Zuzic

Chief Executive Officer

Greenhouse Marketing & Advertising Policy & Procedure

1. Policy Objective

It is the policy of Greenhouse Education to ensure that all marketing of training activities will be conducted with integrity, accuracy and professionalism, avoiding vague, misleading or ambiguous statements.

2. Mapping

This policy and procedure maps to RTO Standards 4.1.

RTOs are responsible for providing accurate and accessible information to prospective and current students about RTO services and performance (Standard 4/clause 4.1)

This policy should be read in conjunction with the Enrolment Policy and Procedure.

This policy and procedure maps to 2020 Business Rules where the training is funded in whole or part by the Department of Training and Workforce Development.

3. Policy

All marketing and advertising of Greenhouse Education's training delivery and assessment services is the responsibility of the owner and CEO.

All information that is provided to prospective learners is accurate, professional and in plain English. Emails, the website and flyers are the predominant forms of advertising conducted by Greenhouse Education.

Greenhouse Education will take all reasonable steps to ensure that the information included in marketing materials is accurate.

4. Process

Senior trainer provides overview of key course information → Owner drafts marketing materials → CEO provides proofing for compliance purposes → Materials are sent for polish and publishing

The CEO will ensure the following practices are adhered to:

- Obtaining written permission before use of information about any individual or organisation in any marketing materials (This includes newspapers, magazines, brochures, flyers, radio

and television advertising) and will abide by any conditions that are place upon the use of that information. (NOTE: Students sign consent forms at enrolment).

- At all times accurately represent all of its training and assessment services to all prospective clients and stakeholders. (CEO check includes confirmation marketing aligns to TAS)

- Ensuring that all individuals or organisations are provided with full details of any conditions in any contractual arrangements related to marketing and advertising.

- VET qualifications will only be advertised if Greenhouse Education is registered with the scope to deliver those qualifications.

- Clearly identifying nationally recognised training products (VET qualifications) separately from courses recognised by other bodies (industry groups such as WorkCover) or without recognised status.

- Only using the Nationally Recognised Training logo on relevant qualifications when the participants have satisfactorily completed all requirements and/or achieved the stated competencies.

- Adhere to the guidelines and specifications of use in marketing and advertising materials of the Nationally Recognised Training logo.

- Using the correct names of all training packages and products on the Greenhouse Education scope of registration.

- Ensuring that Greenhouse Education's national training register (www.training.gov.au) provider number is displayed on all appropriate marketing and advertising materials

- Ensuring all marketing or promotional literature and general media advertising will not:

  o Encourage unrealistic expectations about the level of qualifications attainable and the facilities and equipment provided; or

  o Make any claim to approval or recognition that is inaccurate or use misleading;

  o Make any misleading statements concerning the qualifications or experience of its staff; or

  o Make misleading or false statements about the prospects of employment following the completion of training.

Greenhouse Marketing & Advertising Policy & Procedure

5.   Additional checks for funded courses

Promotional material used by the Service Provider for government subsidised training offered under the Contract includes:

- the Jobs and Skills WA word mark, in accordance with the most current issue of the Word Mark Guide located on RTONet;
- the indicative fee/s for all courses and qualifications (this will be updated annually into the website)
- the caveat "The Student tuition fees are indicative only and are subject to change given individual circumstances at enrolment. Additional fees may apply such as Student service and resource fees." is included in all marketing.

6.   Quality Assurance

- Quality Consultant will provide an annual review of the marketing materials and provide any outstanding issues in a report to the CEO for actioning
- The CEO and owners are ultimately responsible for ensuring the marketing is compliant.

7.   Related documents

Related documents including course flyers, brochures and greenhouse website, along with the Student Information Guide.

A marketing checklist is available for use to guide the review process where needed.

8.   Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- Jan 2020 (L Hollows & K Zuzic) updated to align to current structure, contextualise to revised process, refined for specific document titles and to align to 2020 business rules, funding requirements.

9.   Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

Katrina Zuzic

Chief Executive Officer

Greenhouse Enrolment Policy & Procedure

1.   Purpose

The purpose of this policy is to ensure that all students are fully aware of Greenhouse Education enrolment process. Students are advised of all pre enrolment requirements, identification requirements, fees and charges and refunds, student support, training and assessment, so that each student is fully informed before enrolment or commencement. Further that all staff are aware of their obligations with regards to student enrolments and in doing so Greenhouse Education adheres to the Standards for Registered Training Organisation 2015 so that all enrolments are consistent and compliant.

2.   Mapping

This policy and procedure maps to RTO Standards 5.1-5.3; 7.3; 3.5 for enrolment; 1.7 for learner support and Std 2 & 8 where third parties are marketing and recruiting.

RTOs are responsible for:
- *informing and protecting students (clauses 5.1 to 5.3)*
- *protecting pre-paid fees by students (clause 7.3)*
- *providing credit for prior studies (clause 3.5).*

This policy should be read in conjunction with the Marketing & Advertising Policy and Procedure and the Fees, Charges and Refund Policy & Procedure, Student Support Policy and Procedure and Third Party Management Policy and Procedure.

This policy and procedure maps to 2020 Business Rules; General Provisions and Traineeships and Apprenticeships Policy where the training is funded in whole or part by the Department of Training and Workforce Development.

3.   Definitions

- **AVETMISS** – Australian vocational education and training management information Statistical Standard which ensures the consistency and accuracy of vocational education and training information
- **Courses** – Refers to all training delivered by Greenhouse Education's scope of registration, which include VET accredited, fee for service, vocational and pre vocational courses
- **USI** – Unique Student Identification Number – National student reference number. All students who enrol in a nationally recognized training course require a USI- This is a reference number made up of 10 numbers and letters which creates a secure online record of your recognized training which will give you access to your training records and transcripts and can be accessed online at any time. Your USI can be

used if seeking credit transfer (identify) so as demonstrate prior learning when commencing further training. This is not your student number and must be created by you and not by Greenhouse Education.

- **LLN** – Language, Literacy & Numeracy assessment – to identify a student's ability to commence a course
- **SMS** – Student Management System
- **CEO** – Chief Executive Officer
- **VET**- Vocational Education and Training

Prior to Enrolment

Greenhouse Education is obliged to ensure each prospective or current student is provided with the following;

- Accurate description of all courses provided by Greenhouse Education, (as approved)
- Accurate and detailed information of the training course they may wish to select, so as to enable a prospective or current student to make an informed decision regarding their training- This information must include:
- Pre- Enrolment requirements
- Recognition of prior learning or experience –A single unit of competency as completed or a full qualification will be recognized as per the evidence as provided- LINK to recognition of prior learning policy
- Expected Course duration
- Any materials/equipment/health and safety clothing which may be required if student fails to present it wherever required
- Fees- payment terms, when fees are to be paid and options how fees can be paid and information regarding government funded subside which may be available. All terms and conditions including deposits and or refunds and your rights as a consumer-LINK to Fees & Refunds Policy
- Student's support services and complaints and appeals process – LINK to complaints & appeals policy, LINK to Student Support Policy
- Assessment methods
- A clear course description which will distinguish between nationally recognized training and any assessments which will result in the issuing of AQF certification

Prior to enrolment, Students shall be provided with advice about which course/qualification which is most appropriate to meeting their needs in considering the students existing skills, experience, competencies and job prospective. Also discussed will be the possibility of the need for additional support and expected outcomes. In doing so Greenhouse Education shall identify if a course is appropriate for the student to commence.

Enrolling with Greenhouse Education (Standard 5.1, 5.2, 5.3)

Greenhouse Education must ensure that all enrolment policies/forms and criteria are maintained, consistent and amended where required. All students are enrolled in keeping with Greenhouse Education national procedures.

3. AVETMISS & USI

So as to correctly complete a Greenhouse Education enrolment online form, (in accordance with AVETMISS specifications) all mandatory fields are clearly identified. In addition, students must provide the following;

3.1 USI – Unique Student Identification Number

Your USI is a unique 10-digit number made up of letters and numbers as provided by the Australian Government. This number is unique to each student is nationally recognized and is mandatory for all students to supply to Greenhouse Education upon enrolment. Your USI creates a secure online record of all your recognized training and qualifications gained in Australia and all transcripts from 2016. This number can be accessed online at any time one is free to create.

If you are a new or continuing student undertaking nationally recognised training you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment. For more information, please visit: usi.gov.au, http://www.usi.gov.au/create-your-usi/ on your PC or mobile device or contact them at Email: usi@education.gov.au Phone: 1300 857 536

4. Privacy Notice

Under the Data Provision Requirements 2012, Greenhouse Education is required to collect personal information about all students and to disclose that personal information to the National Centre for Vocational Education Research (NCVER). All personal information as contained on an enrolment form and your training activity data may be used or disclosed by Greenhouse Education for statistical, regulatory and research purposes. Greenhouse Education may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;

- Commonwealth and State or Territory government departments and authorized agencies;

- NCVER;

- Organisations conducting student surveys; and

- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;

- Facilitating statistics and research relating to education, including surveys;

- Understanding how the VET market operated, for policy, workforce planning and consumer information; and

- Administering VET, including program administration, regulation, monitoring and evaluation.

4. Process

Enrolment Process for funded courses including Priority Industry Training, Participation Equity (Work readiness) and Participation Equity (Youth at Risk)

```
Jobseeker self refers or is    →    Jobseeker meets with training    →    Jobseeker indicates desire to
referred by a JAP                   adviser (BDM or trainer) to           enrol, training adviser
                                    discuss course outline, duration      commences suitability
                                    etc.                                  discussion to determine if
                                                                          course is appropriate
                                                                                  ↓
Review Code of conduct,        ←    If pass through, then            ←    If any issues are raised in
Privacy and Consent forms           commence Financial                    discussion, Student Support
                                    Assessment with evidence              Form to be completed
                                    collection, discuss Statement of
                                    Fees for later provision
        ↓
Complete LLN Entry Assessment  →    Complete the Student             →    Comes back to office for review
(any issues refer via Student       Application Form (provide with        by Admin and Training
Support Form)                       Student Information Guide and         Coordinator prior to entry into
                                    USI information)                      SMS
                                                                                  ↓
Confirmation is emailed to the ←    Physical file is created for the ←    Student Support Form is
student (Confirmation of            student                               reviewed and approved by
Enrolment, Statement of Fees,                                             either Training Coordinator or
Student Information Guide)                                                Quality Consultant
        ↓
Training Plan is created for the →  Physical file is filed
student                             alphabetically in the compactus
```

Greenhouse Enrolment Policy & Procedure

Enrolment Process for traineeships

```
Trainee or workplace          →    Trainee and employer meet        →    Trainee indicates desire to
enquires or is referred by a        with training adviser (BDM            enrol, training adviser
AASN                                or trainer) to discuss course         commences suitability
                                    outline, duration etc.                discussion to determine if
                                                                          course is appropriate
                                                                                    ↓
Review Code of conduct,       ←    If pass through, then discuss     ←    If any issues are raised in
Privacy and Consent forms           fees to determine if                  discussion, Student
         ↓                          concession will apply, who           Support Form to be
                                    will be paying (employer or           completed
                                    trainee)

Complete LLN Entry            →    Complete the Student             →    Check for prior training
Assessment (any issues              Application Form (provide           and Statement of
refer via Student Support           with Student Information            Attainment, unit
Form)                               Guide and USI information)           selection, etc.
                                                                                  ↓
Physical file is created for  ←    Student Support Form is          ←    Comes back to office for
the student                         reviewed and approved by             review by Admin and
         ↓                          either Training Coordinator          Training Coordinator prior
                                    or Quality Consultant                to entry into SMS

AWAIT CONFIRMATION            →    Allocate student to trainig      →    Confirmation is emailed to
FROM APPRENTICESHIP                 schedule and trainer notified        the student (Confirmation
OFFICE                              for commencement, update             of Enrolment, Statement
                                    training plan                         of Fees, Student
                                                                          Information Guide)
                                                                                    ↓
Physical file is filed        ←    Training Plan is signed and      ←    Training Plan is created for
alphabetically in the               lodged with WAAMS within            the student and employer
compactus                           21 days                              to sign (three copies)
```

Greenhouse Enrolment Policy & Procedure

Enrolment Process for school based traineeships

School based presentations on SBATs and childcare (school) → Presentation to parents and learners → Trainee or school enquires and student submits a cover letter expression of interest → Greenhouse profile matches employers with students (from Employer Pledge Forms)

Greenhouse profile matches employers with students (from Employer Pledge Forms) ↓

Trainee indicates desire to enrol, training adviser **commences suitability discussion** to determine if course is appropriate ← Trainee and VET coordinator meet with training adviser (BDM or trainer) to discuss course outline, duration etc. ← AASN is contacted and enrolment forum is organised (School, Parent, Student, AASN) ← Host interviews potential trainees on site at Greenhouse

Trainee indicates desire to enrol... ↓

If any issues are raised in discussion, Student Support Form to be completed → If pass through, then discuss fees to determine if concession will apply, who will be paying (employer or trainee) → Review Code of conduct, Privacy and Consent forms → Complete LLN Entry Assessment (any issues refer via Student Support Form)

Complete LLN Entry Assessment ↓

Student Support Form is reviewed and approved by either Training Coordinator or Quality Consultant ← Comes back to office for review by Admin and Training Coordinator prior to entry into SMS ← Check for prior training and Statement of Attainment, unit selection, etc. ← Complete the Student Application Form (provide with Student Information Guide and USI information)

Student Support Form is reviewed... ↓

Physical file is created for the student → AWAIT CONFIRMATION FROM APPRENTICESHIP OFFICE → Allocate student to trainig schedule and trainer notified for commencement, update training plan → Confirmation is emailed to the student (Confirmation of Enrolment, Statement of Fees, Student Information Guide)

Confirmation is emailed to the student ↓

Physical file is filed alphabetically in the compactus ← Training Plan is signed and lodged with WAAMS within 21 days ← Training Plan is created for the student, school, parent and employer to sign (four copies)

Greenhouse Enrolment Policy & Procedure

Induction Information

Learners are often overwhelmed via the enrolment process, as such, the RTOs process has been designed to reinforce key information throughout the enrolment process and prior to commencement:

1. All information is provided through the enrolment process as per above
2. Upon confirmation, learners are provided with Confirmation of Enrolment which highlights again the key information and the Student Information Guide which provides more detailed information about the college
3. The day of commencement, learners are taken through an orientation/induction process and sign off on a learner induction checklist to confirm their understanding.

As such, over a period of time, the RTO is confident that the learner has been fully informed about all aspects of their training and assessment and know how to access support from the RTO.

5. Responsibilities

- Training Advisors are responsible for providing only approved documentation as per the enrolment procedure
- Training Advisors are responsible for ensuring that accurate and ethical information is provided to potential learners
- Admin will be responsible for actioning the enrolment.
- The trainer is responsible for providing an overview of the course and key information on the day of commencement.

6. Quality Assurance

- Quality Consultant will provide an annual review of a sample of completed enrolment packs and provide any outstanding issues in a report to the CEO for actioning
- The CEO and owners are ultimately responsible for ensuring the marketing is compliant.

7. Related documents

The following documents are part of the RTOs enrolment-

- Course Flyers
- Website
- Enrolment pack

- o   Suitability Discussion
- o   Financial Hardship (if applicable)
- o   Statement of Fees
- o   Code of Conduct for Students
- o   Privacy Photo Consent Form
- o   Entry Assessment
- o   Student Application Form
- o   Student Support Form (if applicable)
- o   USI information handout
- o   EZI Debit Form
- Student Information Guide
- Confirmation of Enrolment
- Training Plan
- Student Induction Checklist

8.   Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- Jan 2020 (L Hollows & K Zuzic) updated to align to current structure, contextualise to revised process, refined for specific document titles and to align to 2020 business rules, funding requirements.

9.   Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

Katrina Zuzic

Chief Executive Officer

1. Purpose

This policy and procedure is designed to ensure that complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

2. Compliance

This policy and procedure maps to Standard 6

This policy and procedure should be read in conjunction with the TAC Fact Sheet on Complaints and Appeals
https://www.tac.wa.gov.au/StandardsRTOs2015/Pages/Fact%20Sheets/Fact-sheets.aspx

3. Definitions

Complaints refers to a complaint about the service, training and/or assessment;

Appeal refers to an appeal of an assessment outcome;

4. Managing Appeals

The initial appeal should be discussed informally with the staff person involved.

- If the matter is not resolved informally then the person may choose to lodge a formal appeal. This must be done in writing or by requesting Form from Administration which may be completed and submitted.
- A student may lodge an appeal within six (6) weeks of receiving their result of assessment or when provided feedback of an assessment.
- The appeal will be recorded on the Appeals Register and the Training Manager will make contact within 10 working days to arrange a meeting.
- The meeting will be between all parties in an attempt to find a resolution. If necessary, appealed assessments will be reassessed by an alternate trainer/assessor.
- The meeting will be documented with all outcomes and proposed resolutions being provided to all parties and actions immediately implemented.
- The Appeal will be recorded on a Register of Appeals for future reference and monitoring.
- If the student is not happy with this outcome they will be referred to an external body where the matter can be dealt with independently.

The initial complaint should be discussed informally with the staff person involved.

- If the matter is not resolved informally then the person may choose to lodge a formal complaint. This must be done in writing or by requesting Form from Administration which may be completed and submitted.
- The Complaint will be recorded on the Complaints Register and the Training Manager will make contact within 10 working days to arrange a meeting. Should the complaint be against the Training Manager, the

complaint will be handled by the Chief Executive Officer, (CEO)

- A meeting will be held with all parties in an attempt to find a resolution to the issue/s.
- The meeting will be documented with all outcomes and resolutions provided to all parties.
- Recommended actions will be implemented as soon as is practicable.
- If there is no satisfactory resolution to the complaint by all parties then the complainant will be referred to an external body where the matter can be dealt with independently.
- A Register of Complaints will be maintained for future reference and monitoring.

Timeframes

- An appeal or complaint can be lodged within six weeks of the event.
- The Training Manager will make contact within ten days to make a meeting appointment.
- Where the RTO considers it requires more than 60 calendar days to process and finalise the complaint or appeal it will:
  - o Inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
  - o Regularly update the complainant or appellant on the progress of the matter.

Record Maintenance

- All documentation relating to an appeal or complaint will be stored in a secure location.
- Complaints and appeals will be reviewed by the Training Manager to identify any potential causes of any complaint or appeal. Based on the review, action will take place that appropriately eliminates or mitigates the likelihood of any re-occurrence.

Procedure Review

This procedure will be reviewed each year and as a standing item, include details of the date it was reviewed. Procedure Additions or Amendments Separate to the mandated annual review, the procedure may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the procedure will be updated and relevant stakeholders advised.

1. Purpose

Greenhouse Education is committed to establishing a long term presence in the vocational education and training sector, as a provider of quality training and assessment services. A key factor in attaining this aim is the ongoing financial stability and wellbeing of Greenhouse Education, resulting from careful, responsible and hands-on financial management, aligned to the business goals, the nature of its operations and the nuances of the market in which it competes

This policy ensures that Greenhouse Education uses efficient financial management practices and systems. Ensuring compliance with the Standards for Registered Training Organisations (SRTOs 2015) along with the current VET (WA) Ministerial Corporation Purchase of Training Service's Business Rules and accompanying current Western Australian Department of Training and Workforce Development's VET Fees and Charges Policy.

2. Policy Statement

Greenhouse Education will ensure that it maintains sound financial practices, ensuring the financial security of the RTO and enabling its ongoing viability, profitability and growth. Conservatism will prevail as the key influence over financial decisions. Equally, an uncompromising commitment to integrity and professionalism will remain the keystone to all finance, banking, investment and general business transactions.

Greenhouse Education will:

a) Ensure it complies with the "Financial Viability Risk Assessment Requirements";

b) Implement and maintain effective business planning and financial management processes;

c) Ensure that accounts are certified by a qualified accountant (Certified to Australian Accountant Standards) at least annually and are made available to the VET Registration body upon request;

d) Ensure that a full financial audit of the RTOs financial accounts from an independent qualified accountant (Certified to Australian Accountant Standards) is obtained and made available to the VET Registration body upon request;

e) Implement and maintain procedures to protect fees paid in advance, to comply with the 'Schedule 6 - Requirements for Fee Protection" of the Standards for RTOs 2015.

f) Provide students with complete and accurate fee information.

g) Issue and receipt fees and charges in-line with The Department of Training and Workforce Development's current Fees and Charges Policy or agreed upon documented payment arrangements with the student.

h) Provide Refunds, as per Refund Policy.

3. Definitions

3.1 The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Financial Viability Risk Assessment Requirements means the requirements made under section 158 of the *National Vocational Education and Training Regulator Act* 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.

Registration means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or

b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

VET Regulator means:

a) the National VET Regulator; and

b) a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

The Department of Training and Workforce Development (the Corporation) means:

a) the VET (WA) Ministerial Corporation under the Vocational Education & Training Act 1996.

The Department of Training and Workforce Development Fees and Charges means the sum of fees for all units that a student enrols in. These fees are calculated based on an hourly rate applied to the nominal hours that correlate to each unit of competency commenced in the calendar year.

4. Greenhouse Education Obligations to - Financial Viability Risk Assessment Requirements 2011

4.1 Intent

a) The VET Regulator can request Greenhouse Education to demonstrate its financial viability at any point in time.

b) The assessment of the 'Financial Viability' by the VET Regulator is directed evaluating the likelihood of Greenhouse Education business continuity, and its capacity to achieve quality outcomes. The assessment informs a judgement about whether Greenhouse Education has the financial resources necessary to:

   i. Acquire the requisite assets and physical resources to deliver all qualifications on it scope of registration;

   ii. Employ sufficient appropriately qualified staff to cover the courses for which it takes enrolments;

   iii. Provide appropriate levels of student services to students;

   iv. Remain in business to ensure that each student can achieve completion;

   v. Meet the above requirements even in an unsure environment.

4.2 Obligation to submit assessment

a) Greenhouse Education must submit an assessment of financial viability risk by a qualified independent financial auditor nominated by the VET Regulator at any time during the registration period.

b) The obligation to submit also applies to parent organisations, affiliated companies or organisations that have a vested interest in the organisation.

4.3 Indicators for Assessment

a) The assessment will be undertaken by assessing common indicators of financial performance and position. These may include, but are not limited to :

   i. Liquidity – including current ratio and cash flow assessments;

   ii. Solvency – including debt to assets assessment, debt to equity assessment;

   iii. Economic Dependency (e.g. reliance upon government funding or a particular cohort of students);

   iv. Revenue, profit and cash flow;

   v. Commercial risk'

   vi. Audit opinion;

   vii. Contingencies;

viii.   Compliance with all statutory obligations(e.g. GST, taxation, superannuation)

ix.   Compliance with accounting standards;

x.   Accounting policies – impact of organisation accounting policies on its financial risk.

4.4 Information to be assessed

a) Information that could be used to assess the common indicators may include, but are not limited to:

    i.   Independent review of financial projections, including underlying assumptions;

    ii.   Business planning, including forecast income streams and forecast expenditure;

    iii.   Assets and liabilities;

    iv.   Financial statements audited by an independent qualified auditor;

    v.   Financial records for the previous 12 months, including profit and loss, balance sheets;

    vi.   Cash flow and bank accounts;

    vii.   Short term budgets and forecasts, including assumptions;

    viii.   Information on current and projected student enrolments, including assumptions;

    ix.   Tax records;

    x.   Information about current debts and debtors, credit and creditors, loans and repayments;

    xi.   Plans, and information on any legal disputes;

    xii.   Inter-company dealings, transfers, ownerships and loans;

    xiii.   Contingent liabilities;

    xiv.   Ultimate ownership details;

    xv.   Post reporting activities.

5. Policy Principles

The following principles underpin this policy.

5.1 Financial Management

a) Greenhouse Education aims to maintain a sound financial position, which facilitates its stability, planned business growth and profit projections through

i. business planning, including forecast income and expenditure;

ii. monitoring Cash flow;

iii. Formulation of and adherence to annual budgets;

iv. Ongoing reinvestment in the business to ensure it remains well resourced to meet student needs;

v. Maintenance of adequate cash reserves to meet planned commitments, as well as unforseen events;

vi. Striving to remain debt free as part of its overall strategy of optimising return on investment and consequently maintaining price competitiveness;

vii. Careful safeguarding of assets, via comprehensive insurance and security measures.

5.2 Course Fees

a) Fee for Service Course Fees

i. Greenhouse Education will strive to maintain highly competitive fair and reasonable fee structures, outlining these in a "Schedule of Fees".

ii. Greenhouse Education adjusts its fees and charges from time to time. Changes to fees will be fairly and equitably applied, advertised and clearly indicate the date from which the change will take effect.

iii. Greenhouse Education provides details of course fees in all course information. (See Student Information Policy)

iv. Course fees may be negotiated with individual students, as approved by the CEO of Greenhouse Education.

b) The Department of Training and Workforce Development's stipulated Course Fees

i. Greenhouse Education will charge all students inline with The Department of Training and Workforce Development's current Fees and Charges Policy.

ii. Greenhouse Education provides a well-documented process for the collection of fees and receipt of payment of student fees. (See Collection of Fees and Receipt of Payment Procedure)

5.3 Fee Payment Arrangements

a) Fee for Service Course Fees

i. All Fee for Service Course Fees are payable via a payment plan.

a) Greenhouse Education will not accept prepaid fees from individual students

in excess of a total of $1500 (being the threshold total prepaid fees amount).

b) In accordance with Schedule 6 – Standards for RTOs; Greenhouse Education adopts the following to protect fees paid in advance.

c) Details of payment schedules and specific conditions relating to payment plans are available at enrolment and provided to the student in writing.

d) Greenhouse Education utilises a 3rd party provider to assist in the management of payment plans (Ezidebit). All terms and conditions of the 3rd party provider are provided at enrolment and prior to any commitment to any plan.

ii.   Flexible payment arrangements/options will accommodate individual circumstances.

iii.   Fees must be paid in full before certification will be issued.

iv.   If payment instalment / arrangements are in place, and a payment becomes overdue and remains unpaid for a period in excess of 14 days, Greenhouse Education reserves the right to suspend the students learning or assessment (or both) until all fee payments are up-to-date.

v.   Flexible payment arrangements, such as instalments, credit card, direct debit, cheques and EFT remittance are acceptable to accommodate the diverse financial situations of students.

b) The Department of Training and Workforce Development's stipulated Course Fees

i.   All student and employers (whom are paying on behalf of the student) that are charged under the current VET Fees and Charges Policy will pay their issued student fees invoice via Electronic Fund Transfer (ETF). When making payment the payer must reference the invoice number. Once payment has been made the payer must forward a copy of the remittance advice showing the invoice number and amount paid to Greenhouse Education. Greenhouse Education will then send the receipt of payment to the payer via email.

ii.   If payment has not been received by 60 days after the issuance of the invoice, Greenhouse Education will send a payment reminder to the payer. This reminder will flag with Greenhouse Education to cease the commencement of any further unit of competency.

5.4 Refunds

Publicly Funded Students

For students participating in publicly-funded programs (apprenticeship, traineeship) refunds are available in line with the Department of Training and Workforce Development's Fees and Charges – Policy guidelines for Publicly Funded Registered Training Organisations and Programs, which notes the following:

- Students must advise in writing that they wish to withdraw and are seeking a refund.
- Requests for refunds must be lodged to Training Division within two weeks of the official withdrawal date.

Full Refunds

Students who withdraw are entitled to a full refund of the applicable course fee, resource fee and other fees where;

- A unit is cancelled or re-scheduled to a time unsuitable to the student; or
- A student is not give a place due to maximum number of places being reached

Administration Coordinator can approve a full refund of fees at any time during delivery if a class is cancelled because of declining student numbers, no available lecturer, or due to other circumstances caused by the RTO.

Part Refunds

Students who withdraw for reasons other than those outlined above and who lodge a withdrawal form before the withdrawal date for a unit – which the RTO will determine for each unit,

- no less than 20% duration for that unit will be eligible for a full refund and
- 50% of the resource fee if the course is below Diploma level.

Pro Rata Refunds

Administration can approve a pro-rata refund of fees and charges at any time during the course of delivery if students withdraw for reasons of personal circumstances beyond their control. For example:

- Serious illness resulting in extended absence from classes.
- Injury or disability that prevents the student from completing their program of study.
- Other exceptional reasons at the discretion of the accountable officer.
- In all cases, relevant documentary evidence (for example, medical certificate) is required.

Refunds Following Re-Assessment

Students requesting a review of their assessment should do so within four weeks of the date of publication of the results. There are fees associated with this service – refer to the section Incidental Charges.

Should a 'Not Yet Competent' student achieve an outcome of 'Competent' on a review of the assessment, the $25 per unit re-assessment charge is to be refunded. The $50 per unit charge for reporting on assessments is not refundable at any time.

5.5 Asset Management

a) Acquisitions of assets are in accordance with strategic planning, training and assessment strategies and budgetary considerations.

b) Projected budget for asset acquisition will be included in annual strategic planning and the overall viability review for individual projects.

6. Greenhouse Education Responsibilities

The CEO of Greenhouse Education is responsible for:

a) Ensuring compliance with financial management policies, procedures and systems.

b) Ensuring compliance with Financial Viability Risk Assessment Requirements 2011.

c) Monitoring and reporting on compliance with these financial management policies and procedures.

d) Undertaking reviews of the effectiveness of the policies, procedures and systems annually and to use the results of such reviews to drive further improvements.

e) When requested, provide The Training Accreditation Council with a formal assurance that Greenhouse Education has sound financial management standards for matters relating to the Scope of Registration and scale of operations.

f) Ensure compliance with the current Department of Training and Workforce Development's VET Fees and Charges Policy.

g) When requested, provide the Department of Training and Workforce Development with transparent receipts of payment of student fees and proof of payment either via the production of bank statements or other methods requested by The Corporation.

7. Access & Equity

The Greenhouse Education Access & Equity Policy applies. (See Access & Equity Policy)

8. Records Management

All documentation from Financial management processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

9. Monitoring and Improvement

All Financial Management practices are monitored by the CEO of Greenhouse Education and subject to ongoing review during monthly Financial Review meetings. Areas for improvement are identified and acted upon. (See Continuous Improvement Policy)

Information on how GST is applied

In this procedure the terms:

- "Vet Fees & Charges" – training provided under a funded program
- "Resource fee" – fees charged over and above Vet Fees in a funded program to cover the physical materials used in the course, these are for general resources, not for the provision of the training and assessment materials.
- "Administration fees" – A supply of administrative services made by the RTO that is directly related to the supply of an education course is GST-free under paragraph 38-85(b). Administration services may include review of completed assessment materials, resulting, provision of results to the course, monitoring and auditing of the quality of the course. The ruling provides a list as per below:
  - o (a) program changes;
  - o (b) enrolment services, including the processing of late enrolments;
  - o (c) late issue or replacements of student cards;
  - o (d) examination arrangements and assessments of students including re-assessment of results where a student has failed;
  - o (e) processing academic results including duplicate degree copies;
  - o (f) overdue charges or late payment charges;
  - o (g) record-keeping;
  - o (h) administration of the library;
  - o (i) administration of a textbook scheme;
  - o (j) administration of the supply of course materials;
  - o (k) graduation certificates;
  - o (l) course reinstatement;
  - o (m) charges for HECS statements.
- "Enrolment fees" – Where a fee charged to confirm a student's place at the RTO and creates a right for a student to receive a GST-free education course, that fee is GST-free as it relates to a right to receive a GST-free education course. This is regardless of whether the fee is being paid by the student or a third party on behalf of the student (such as a parent, employer or school) (Pt 111 & 112 of GSTR 2001/1)
- "Non-accredited" – courses where a statement of attainment is not issued and is not a nationally recognised training
- "Tuition .course fees" – tuition fees are fees paid directly towards the GST fee education course
- "GST free education course" means –
  - o a course of study or instruction that is a tertiary course determined by the Education Minister[5] under subsection 5D(1) of the Student Assistance Act 1973 for the purposes of that Act;[6] or

o a course of study or instruction accredited at Masters or Doctoral level and supplied by a higher education institution or a non-government higher education institution; or

o any other course of study or instruction that the Education Minister has determined is a tertiary course for the purposes of this Act.[7]

- "professional or trade course" is defined in section 195-1 as:

o 'a course leading to a qualification that is an *essential prerequisite*: for entry to a particular profession or trade in Australia; or

o to commence the practice of (but not to maintain the practice of) a profession or trade in Australia.' NOTE: This is only for the first time completing the course, refresher courses not included here.

Procedure Objective

There is an easy way to differentiate between GST applicable or GST free for training.

Is it directly related to the provision of the accredited training course?

Fee Type	GST Free Education Courses	Non-accredited Courses	Professional or Trade Courses
Enrolment fees	GST FREE	GST APPLIES	GST FREE
Administration fees	GST FREE	GST APPLIES	GST FREE
Tuition or course fees	GST FREE	GST APPLIES	GST FREE
Resource fees	GST APPLIES	GST APPLIES	GST APPLIES
VET fees & charges	GST FREE	GST APPLIES	N/A

1. Procedure Review

This procedure will be reviewed each year and as a standing item, include details of the date it was reviewed.

1.1 Procedure Additions or Amendments

Separate to the mandated annual review, the procedure may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the procedure will be updated and relevant stakeholders advised.

2. Related Documents

- GSTR 2001/1
  https://www.ato.gov.au/law/view/document?LocID=%22GST%2FGSTR20011%2FNAT%2FATO%22&PiT=99991231235958

- GSTR 2003/1

- Vet Fees and Charges Policy 2019

3. List of courses

The below is provided to allow for an understanding of GST free education courses; non-accredited courses and professional or trade course.

GST free education courses-

- All Certificate I, II, III, IV as well as Diploma courses on scope for Nara and Skill Hire that are NOT linked to a national licence.
- All single units of competency that are NOT linked to a licence or high risk ticket
- All refresher courses that are linked to units of competency (e.g. high risk refreshers where the participant previously holds competency and wishes to be reassessed.)

Non-accredited courses-

- Trade tasters
- Professional development offered to schools, staff, trainers and third party providers
- Any training that results in a certificate of participation
- Any training that is not national recognised training

Professional or Trade courses-

- Any full qualification that is a pre-requisite for a trade as determined by a national instrument, licence or regulatory body (for example the Certificate III in Electrotechnology is a requirement for an electrical licence)
- Any unit of competency that is licenced or regulated and required for entrance into that industry or profession (for example Whitecard, all high risk tickets)
- Any skill set that is regulated and required for entrance into the industry (for example traffic management course in WA)

Combination courses-

Combination courses (for example white card within a trade taster) must be separately itemised and GST charged

against each as applicable.