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Student Handbook

Vortex Education

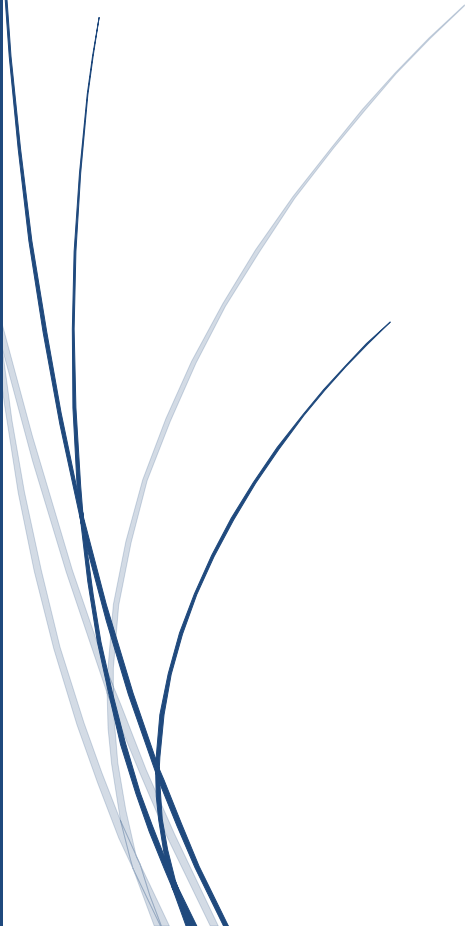


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Code of Conduct

Vortex Education is responsible for ensuring ongoing compliance with the Standards for Registered Training Organisations, including where services may be delivered on the RTO's behalf. The Chief Executive Officer is responsible for ensuring that the operations, staff and students of the RTO complies with the requirements of the VET Quality Framework, which includes the following:

- the Standards for Registered Training Organisations (RTOs) 2015
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements 2011
- the Financial Viability Risk Assessment Requirements 2011
- the Data Provision Requirements 2012

Vortex Education will ensure that compliance applies across all of its operations within the RTO's scope of registration, as listed on the National Register (<http://www.training.gov.au>).

Vortex Education has policies and procedures in place for ensuring compliance with the VET Quality Framework, which are distributed to Staff and Students as part of their induction process, these policies and procedures include how the RTO will comply with the following:

Standards for Registered Training Organisations 2015

- Standard 1 – Training and Assessment
 - Learners benefit from high-quality training that equips them for employment and/or further study in their chosen field.
 - Learners are confident they hold the skills and knowledge their certification describes and are well-equipped to undertake relevant tasks safely and productively.
 - Graduates have enhanced employment prospects because employers are confident in their abilities.
- Standard 2 – Quality Assurance Strategies
 - Learners are confident that the quality of training is monitored to ensure it meets their needs and the needs of employers.
- Standard 3 - Certification
 - Learners receive certification that clearly documents their skills and knowledge in a timely manner.
- Standard 4 - Marketing
 - Learners can make informed choices that the RTO has training that meets their needs with clear and accurate information including information about the performance of the RTO
- Standard 5 – Students rights and obligations
 - Learners can make informed choices about the RTO and the training program that best suits their needs
 - Learners know who is delivering their training and who is issuing any qualification or statement of attainment
 - Learners are aware of their rights and responsibilities
- Standard 6 – Complaints and appeals
 - Learners have any concerns about their training or assessment addressed promptly and equitably
- Standard 7 - Governance
 - Learners know their provider is stable and well-governed, so are confident it will continue to operate and be properly resourced to deliver training
 - Learners know that their exposure to financial loss is limited in the case of a provider closing or not being able to

provide the training

- Standard 8 – Compliance with legislation
 - earners are assured that our RTO is monitored by a regulator that has accurate, up-to-date information about the provider
 - Learners are confident our RTO complies with relevant legislation and regulatory requirements
 - Learners are aware of requirements that relate to their training
 - Learners can make informed choices about the RTO using accurate and up-to-date information

Australian Qualifications Framework:

- Adhere to the requirements of the AQF Qualifications Issuance Policy
- Adhere to the requirements of the AQF Qualifications Pathways Policy

Fit and Proper Person Requirements

- All senior management, or persons who would have a significant impact on the RTO, are required to complete and submit a Fit and Proper Person form to the National VET Regulator

Data Provision Requirements

- Collect and store student and training records within an AVETMISS compliant Student Management System
- Collect data on behalf of the National VET Regulator against the AVETMISS requirements
- Collect data on behalf of the National VET Regulator against the Quality Indicators
- Submit annual reports to the National VET Regulator on data collected

Working with Children Check

- All Trainers and Assessors are required to undertake a Working with Children Check prior to commencing training and assessment if they will be delivering training and assessment to students under the age of 18 years.

Welcome to Vortex Education

Certification is only issued on successful completion of all assessments.

Your Certificate and/or “Statement of Attainment” containing your nationally recognised student number will be emailed to you as soon as the verification process is complete so you will have an electronic copy. You will also have a hard copy of your qualification sent to you for your records.

If you would like to study with us here are a few helpful tips to guide you through your studies.

1. **When can I enrol?** If you choose to study with us, you can enrol in any program or course offered anytime that suits you.
2. **When can I study?** If your course has flexible learning you have the flexibility to study when, where and how often it suits you as you will be given access or issued with study material. If your course is face to face you will still be given personal resources to take with you to be able to study in your own time. You will have the opportunity to retain your study material once you have completed your course if you so wish.
3. **How long is my enrolment?** If you have chosen to study with us keep in mind your enrolment is valid for a specific period, as stated on each program or course, or as agreed on any special offers.
4. **When does my enrolment commence?** Enrolment commences once we send you your confirmation for study and if applicable any learning materials. All program and course durations are very generous, however if you do not complete your program or course within the specified enrolment period, you will be issued with a statement of attainment for any units you have completed to date after adjusted payment for those units has been received by Vortex Education.

About Vortex Education

Vortex Education is Western Australian based and a registered training organisation 52916 managed by the Training Accreditation Council (TAC) and has some of the leading Trainers and Assessors in their fields providing in class and on-line Assistance in Australia.

Australian quality standards

Being a Registered Training Organisation with TAC means our training programs are nationally recognised and comply with the Australian Quality Training Framework standards for registered training organisations. The quality of our training is rigorously monitored and audited to ensure we provide a high standard of quality service.

There are many benefits when you study with us including:

- Flexible learning to suit your lifestyle
- Flexibility to help you learn at a time that suits you where possible
- Access to a wide variety of courses
- One-on-one support and assistance by qualified trainers and assessors
- Every effort to provide access to additional assistance if you have any special needs.

To ensure you are successful in your flexible learning program you will need:

- Motivation to learn
- A genuine interest in your chosen course
- Good time management so you can structure your study time

Student Records

As a student you may gain access to your study records upon request. These records include copies of assessments you have completed, applications for RPL and RPL assessments, and copies of statements of attainment and qualifications. If the copies requested are duplicate copies to replace those already provided to students, a small fee will be incurred for staff time to retrieve and action printing and postage or delivery.

Our responsibilities to the student

Vortex Education has responsibilities to you as student to provide you with a quality of service that will assist you as much as possible in attaining your qualification. We undertake to abide by all our policies and procedures – and we have provided information on these in this package.

We are committed to helping you successfully complete your studies and we provide one-on-one friendly and supportive services throughout your studies. We look forward to helping you achieve your learning goals.

Student responsibilities

Students enrolled with Vortex Education are required to:

- Complying with the policies and procedures within the Student Handbook
- Participating in all training activities by asking questions and interacting with other students
- Communicating with the Trainer any struggles that you may be having, especially if it will affect your training and assessment.
- Thinking of the classroom as your workplace, are you are good work colleague?
- Dressing appropriately for the classroom, as if you would dress for your workplace
- Using your brain and challenge yourself in the classroom, you will thank yourself later when you have a better understanding of the training that was delivered
- Completing all assessment requirements required to determine your competency
- Cooperating with Trainers, Assessors, RTO Staff and Students in the conduct of training and assessment
- Finding ways to relate to your reading and writing. What original thoughts and experiences can you bring to the course to make it come alive for yourself?
- Being in the training, participate, don't jeopardise your own learning by not participating
- Surround yourself with other students who can help you. You don't have to be best friends with everyone you seek advice from, but find friends or acquaintances that will help you to be the best of you.

Student Misconduct

Plagiarism will be treated as student misconduct. The Management of Plagiarism Procedure will be followed when an assessor suspects alleged plagiarism in student assessments. Plagiarism may result in the student being terminated from their course for failure to adhere to AQF requirements.

Plagiarism can be defined as copying published information without acknowledgement of the source and presenting the work as your own.

Students using information and ideas by others must fully acknowledge the source with appropriate referencing. For more information see the Student Discipline and Misconduct Policy.

Enrolment

All students are required to complete an enrolment form prior to course commencement to ascertain contact details, Unique Student Identifier, course of interest, emergency contact details, whether there is any recognition of prior learning and to collect the relevant statistical information required for AVETMISS reporting.

The back of the enrolment form outlines the Terms and Conditions of enrolment, including student's rights and responsibilities. Students are required to sign the back of the form to acknowledge their agreement with the RTO's terms and conditions.

A copy of the Enrolment Agreement Form will be supplied to the learner, in line with the Australian Consumer Law requirements, prior to course commencement.

Vortex Education is responsible for ensuring each student has completed an enrolment form prior to course commencement.

Following is a list of "Terms & Conditions of Enrolment" listed on the Enrolment Agreement Form:

- Enrolment and Selection
- Consumer Guarantee
- Course Fees, Payments
- Complaints and Appeals
- Credit Transfer
- Language, Literacy and Numeracy
- Support Services
- Legislative and Regulatory Requirements
- Workplace Health and Safety

The Enrolment Agreement Form includes:

- Confirmation that the RTO is responsible for compliance of training and/or assessment
- Confirmation that the RTO is responsible for issuance of AQF certification documentation
- Details of the RTO complaints and appeals processes
- The learner's rights if the RTO or third party closes or ceases to deliver the agreed training and/or assessment

Each student is required to complete an enrolment form prior to course commencement. The form is to be signed by the student stating that they agree with Vortex Education's policies and procedures, as outlined on the back of the enrolment form.

Enrolment Process

1. Initial Enquiry

Applicants make an inquiry to Vortex Education. Inquiries are made by telephone, face to face or the applicant can apply through our website.

Enquiries are generally responded to within 24 hours with where possible.

2. Pre-Enrolment Interview/ Process

Prior to enrolment, Vortex Education undertakes a number of checks to ensure course suitability, eligibility and payment options. These checks are collectively known as the 'Pre-Training Review' (PTR).

The Pre-Training Review is defined as the process undertaken between Vortex Education and an eligible individual to determine the most suitable and appropriate training option for that individual. The PTR form is a series of questions which the students answer and is recorded in the form.

Once a student has registered an expression of interest, they are referred to the CEO Chris Jones to conduct the conversation. Vortex Education conducts a pre-enrolment Interview/ pre-enrolment phone call or meeting. During the interview process the following items are discussed;

- Their career goals and rationale for wanting to undertake this course
- Their recent work history
- Their education
- A self-assessment of their computer literacy
- If they have any special requirements that Vortex Education may need to be aware of (these include physical, medical, learning or other needs that we may need to be aware of)
- Whether they can commit to the duration of the course and the number of classes per week
- The amount of work they are required to undertake outside of class hours
- Payment options and subsidies
- Whether this will pay for the full or partial cost of their tuition fees
- Their experience in the Building and Construction industry
- Verification of identity
- Conduct a language, literacy and numeracy assessment (LLN) and determine that the student meets appropriate language, literacy and numeracy skills and abilities to meet the requirements of their desired training program as per the Australian Core Skills Framework (ACSF).
- Whether they would like to purchase printed copies of resources (if their course material is available online)
- Whether they may be eligible for Credit transfer or would like to apply for Recognition of Prior Learning (RPL).

Vortex Education utilizes the Pre-Training Review form to gather the applicable information from prospective students. The Pre-Training Review form is sent to the student to complete after the initial Pre-Enrolment interview.

Vortex Education follows up the interview and collects the required evidence. Once the student is deemed suitable to undertake their course of choice, Vortex Education will present the student with all possible study options and advise the student of the entry requirements for their chosen course, including the payment of fees and any available payment options.

Within a week after the pre-enrolment interview; Inform the student if their LLN level is suitable for the training program that is being applied for.

If the student's LLN level is not suitable for the training program, advise the student of the LLN outcome, discuss support options available to the person through specialist service providers; and when they could come back for another intake.

Assess if there is capacity to accept the enrolment based on LLN results with specific conditions outlined on their LLN feedback such as;

- Assessments must be submitted typed so spelling and grammar is checked

- Monitor spelling and grammar
- Additional support strategies
- Mentor/tutoring services
- Enrolment is reviewed in the event LLN levels hamper progress and competence

If a student's LLN levels are suitable for the training program, advise the student of the LLN outcome, assess the student's individual needs and circumstances and discuss support options available to the person both within Vortex Education and those available through specialist service providers;

3. Enrolment Process

Vortex Education will conduct the RTO Induction with successful students before commencing training and assessment.

During the induction students are supplied with the following information and documents:

- Student Handbook
- Credit transfer and RPL application documents
- Create training plan
- Completion of payment plans and confirm fee payment arrangements
- Vortex Education contact information
- Discuss training program and assessment requirements;
- Inform the student about opportunities for recognition of their prior learning or current competence
- Discuss support and mentor services students can access through enrolment

Information about assessment standards and requirements including;

- Summary of qualification outline and units of competency involved within the training package
- Vortex Education link to training and assessment resources
- Types of assessment such as; theory, on-the-job, practical and observations
- Assessment submissions and extension requests
- Types of assessment outcomes
- Transition of superseded training packages
- Student and RTO expectations
- Confirm next stage of finalisation of enrolment

Following the RTO Induction, if the student has decided to continue with their enrolment the remaining enrolment actions are required to be completed by Vortex Education;

- Complete enrolment application, by creating and processing enrolment data within the student management system VETtrak
- Create student record and enter enrolment form data (AVETMISS data)
- Assign training contract information (start and end dates)
- Assign to relevant group
- Assign student to a Training Facilitator based on group allocation
- Assign qualification and relevant units of competency
- Raise invoice and issue to student or employer if relevant (invoice according to funding fees advertised)
- Verify USI information. If USI appears as an error, contact the student directly to follow up details and to obtain accurate USI.

Withdraw from Enrolment Information:

A participant may withdraw from a course or module by giving notice in writing to us. He or she will be given recognition for any satisfactorily completed modules/units to date after payment for those units. See the refunds section to determine what reimbursements you may be eligible for.

Withdrawals and non-attendance without written notice after enrolment

Withdrawal from a course or module without giving written notice in advance to Vortex Education will result in automatic forfeiture of all fees paid to date. A statement of attainment will only be issued for any satisfactorily completed modules/units at the end of the enrolment period for which fees have been paid in full.

Reassessment of withdrawn candidates

Depending on the circumstances, if a long period of time has passed since completing any earlier modules, an applicant who withdrew, and wishes to now complete the course or program may have to undergo assessment again against the earlier course competencies, to ensure knowledge and skill levels remain current. The assessment will be at the applicant's cost.

Course Fees, Payments, Refunds and Certification

Vortex Education protects the rights of the learner including but limited to the Statutory requirements for cooling-off periods.

Students are eligible to cancel their enrolment by placing a formal notice of cancellation in writing to Vortex Education (a letter or email is acceptable) within 10 business days of enrolment, unless the student has already commenced the training. Please refer to the Refund policy for process on acquiring a refund.

Payment information

- It is preferred our applicants pay full course fees for on application and prior to commencement.
- Payment can be made in person to the nominated accounts person.
- Payment can be made by EFT to Vortex Education banking account:
- Payment made by EFT needs to have a reference to the payment using the name of the student.

Course Enrolment

- Course enrolment is complete when we issue the student a confirmation of course commencement or access to material.
- Course duration is effective from the agreed course commencement date.
- Login access to available units will be active as at the agreed course commencement date.
- A student will be deemed to have commenced their course at the time of the agreed commencement date.
- The Course is non-transferable once the student has commenced.
- Payments and charges for courses differ from course to course, see individual course outlines for more information.

- Course enrolment may not be processed without certified current English proficiency documentation if requested by us. Please contact our Student Support service info@vortexeducation.com.au for further information.

Orientation period:

Students enrolled in a Nationally Recognised Course of 8 units or more have a fourteen day orientation period from the agreed course commencement date in which to access the course material and ensure that the course meets their requirements.

Eligible cancellation during orientation period:

Should a student wish to cancel within the orientation period of fourteen days, provided they have not accessed more than four units of the course, they may do so by contacting our office and speaking with a Course Advisor. Refer to our fees and refund policy for further information.

Fees and Refunds

Vortex Education is committed to providing an effective, efficient, and timely management process for all Fees, Charges and Refunds associated to courses on its scope of registration.

Vortex Education is committed to informing students of all fees and charges associated with their enrolment in a course, which include:

- i. all costs due to the RTO which include, but not limited to
 - ii. Tuition fees
 - iii. Enrolment fees / Administration Fees
 - iv. Materials/ resource fees
 - v. Support services which may incur a cost
 - vi. Payment terms that are available, including the timing and amount of fees to be paid, payment schedule, refunds and any non-refundable deposit.
- b. Provide the learner consumer protection information relating to:
- i. any cooling off period (if one applies)
 - ii. complaints and appeals policy
 - iii. refund policy procedure

All fees and charges relating to course costs will be made readily and easily available to learners via the Payment Agreement. This information will allow the student to make an informed decision in relation to their enrolment in a course and prior to the student having to make any payments.

Fees are subject to change and learners will be informed of any changes to fees and charges, and at least one month prior to the date of effect. All fees and charges will be reviewed annually and relevant marketing material will be updated to reflect the new fees or charges, within 3 weeks of the change.

Changes to marketing material, student information handbook and other materials which relate to financial transactions and fees, will be reviewed in accordance with this policy and authorized before release. All reviews and changes made to marketing and other materials, will be recorded in the Continuous Improvement Register.

Student Refunds

Vortex Education is committed to providing quality training and assessment services and assisting students to complete their individual course. In the event that a significant change that affects Vortex Education's legal or operation status, Vortex Education will assist and support students to complete their course to the end of the agreed course period.

In the event that Vortex Education is unable to provide this support due to Vortex Education closing or ceasing to deliver the agreed training and/or assessment, Vortex Education will either provide a refund to the student for services not provided or will assist the student in finding a placement with another provider who will oversee the completion of the course arrangements, which must be agreed upon by all parties involved in the course.

Student withdrawals from a unit of competency or course of study must be received in writing by the Vortex Education Enrolment Officer. A student's request for withdrawal will not be effective until the date this has been received in writing. The date of receipt is important in determining a student's eligibility for and the amount of fees to be refunded.

Students will be entitled to a refund where it is determined that the request is fair and reasonable and meets with the procedures outlined below. The refund procedure applies to each student enrolled at Vortex Education.

A refund will be arranged within four weeks of receiving a written claim from the student. The written claim for the refund must be received by Vortex Education within 6 months after the student's default. The refund is paid directly to the person who enters into the contract with Vortex Education.

Award Courses – as per VET (Colleges) Regulations 1996 (as at December 2015) if a student (including commercial fees visa subclass holders) withdraws formally prior to the completion of 20% of the unit/s, the student is entitled to receive a refund consisting of a 100% refund of their tuition fee and 50% of the resource fee.

The refund policy does not remove the right to take further action under Australia's consumer protection laws. Vortex Education Appeals Policy and Procedures do not circumscribe the student's right to pursue other legal remedies.

Fees and Charges Procedure

The enrolment process commences once the student submits an application for admission into a course.

If the student satisfies the relevant entry requirements, a Payment Agreement is issued which contains:

- the relevant fees that must be paid and payment terms and conditions including required deposit
- a link to the Fees, Charges and Refunds Policy including the learner's right to obtain a refund for services not provided by Vortex Education in the event that the:
 - arrangement is terminated early, or
 - Vortex Education fails to provide the agreed services.

Students may negotiate a payment plan for their course fees, so that they may be paid over the duration of their course.

Fees are subject to change and students are advised to obtain a current fee schedule, by contacting Vortex Education or checking the website and the current marketing materials for more information.

Students must pay the stated fees, or sign a payment plan with Vortex Education, prior to attending classes or being provided with online access.

Issues regarding payments will be handled at the first available opportunity and directed to the Financial Controller of Vortex Education.

Fees paid in advance

Fees for courses costing over \$1,500 will be paid in a manner so that no more than \$1,500 in prepaid fees is collected from any student prior to the commencement of a course or at any other given time through the course, for services that are yet to be delivered to the learner.

Course Certification

Certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes Vortex Education have been paid.

A Certificate of qualification or Statement of Attainment is provided as part of the course fee upon successful completion of a Nationally Accredited qualification or course; however a charge of \$50 will apply for any reprinting request.

RPL Application Fees

Where RPL has been granted, the student's fee for the RPL is \$500.00 in accordance with Vortex Education Payment Agreement. This will be disclosed to the student in writing, before the student makes an application for RPL. RPL Fees are non-refundable once the RPL has been assessed.

Certification

In determining whether a student is competent/or not yet competent, the student is assessed against the requirements of the qualification, including the units of competencies and the performance criteria and assessment requirements within the units of competency.

Students are issued with a VET Statement of Attainment or VET Qualification once competency has been achieved, as outlined within the Training Product. The testamur for all AQF qualifications issued will identify the qualification as an AQF qualification with the words "The qualification is recognised within the Australian Qualifications Framework".

Recognition of Prior Learning, Credit and Exemptions

There are several processes that allow students to have their current skills and experience recognised.

Credit transfer and National Recognition.

Credit transfer is recognition of study already completed which counts towards further study. Credit transfer involves assessing a previously completed course or subject to see if it provides equivalent outcomes to those required within the current course of study.

If you have an appropriate statement of attainment from another RTO for this identical unit, then credit transfer is automatically awarded. The copy must be signed by an authorised signatory or the original must be shown to our nominated trainer and assessor.

If it is for a very similar course, the assessor must be able to understand what the learning outcomes were from the course/subject you did, so that they can map these against the elements of competency. Therefore, you **MUST** have some official documentation that records what the learning outcomes were, such as a Statement of Result or an academic transcript.

If you are seeking a credit transfer from Vortex Education, you will need to contact our office and speak with the nominated trainer & assessor for the necessary application procedure. Students cannot receive credit for their whole program of study; at least one competency must be achieved through normal enrolment or recognition of prior learning.

Recognition of prior learning (RPL)

Recognition of prior learning is the process that recognises a student's current skills and experience regardless of where and when the learning occurred. Applications for RPL are based on a complete unit(s).

Students can base their application on any combination of formal or informal training and education, work experience or general life experience.

Anyone wishing to undertake an entire program, course or individual module can apply for RPL. In deciding whether you may already have competency in a module/unit, the following must be considered:

Recognition of Prior Learning (RPL) is defined as assessment process that assesses an individual's non- formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion, of a qualification.

RPL is the formal recognition of the skills and knowledge a person has regardless of how or where they have been attained, that is, through informal or non-formal training, work experience, (paid and unpaid) voluntary work and life experience. RPL is a form of assessment and under the AQTF must:

- a. meet the requirements of the relevant Training Package or accredited course
- b. be conducted in accordance with the principles of assessment and the rules of evidence, and
- c. meet workplace and, where relevant, regulatory requirements

Vortex Education students can seek recognition of prior learning for the qualifications delivered.

Mixed Cases of Recognition

1. When a student has studied in the past and has gained a Statement of Attainment in a unit/s of competency that are not fully equivalent to the units noted on the training plan, then participants can request recognition for the Unit/s of Competence and the gap in competency will be assessed.
2. In a mixed case of recognition, an RPL assessment may be used to supplement credit transfer.
3. The Vortex Education requirements for credit transfer and RPL will then apply separately to the two processes – assessment of the past studies and assessment of the individual's skills and knowledge.
4. The result of mixed recognition is to be reported as RPL.

RPL Kit

The RPL Kit is to be completed by students who wish to be given recognition for skills and knowledge that they may currently hold within a field or industry. The application process requires the student to provide evidence of, or demonstrate, their current ability to perform the requirements of each of the performance criteria within the unit of competency of a qualification.

Following is the process for applying for RPL using the RPL Kit:

- Student to contact the RTO and advise that they wish to apply for RPL using the RPL Kit
- RTO to supply the RPL Kit and explain the process for RPL
- RTO to allocate an Assessor to contact the student to ensure that they understand the requirements of the evidence to be supplied
- Student to submit to the Assessor all the required evidence and the completed RPL Kit
- Assessor to review the RPL Kit and determine whether the student has the required skills and knowledge against each Unit of Competency

Once the eligibility of the student has been determined by the Assessor, the kit is to be forwarded to the RTO for Certificate issue.

Recognition of Prior Learning (RPL) Process

It is important for you to fully understand how Recognition of Prior Learning (RPL) is conducted at Vortex Education. The following diagram illustrates the step-by-step process in place for both the assessor and the candidate to follow.

What the **CANDIDATE** must do:

- Step 1:** Candidate completes ‘**SELF-ASSESSMENT**’ in Candidate RPL Kit, ensuring they provide an honest self-evaluation of their current skills, knowledge and experience against each unit of competency they are seeking RPL for.
Note: Proceed to ‘Step 2’ if they wish to continue and apply for RPL based on their self-evaluation.
- Step 2:** Decide which **units of competency** for which they are seeking RPL for.
- Step 3:** Candidate completes ‘**APPLICATION**’ in Candidate RPL Kit by providing all relevant details. The ‘Suggested Evidence Matrix’ is used to gather as much evidence about their work/life experiences as possible. One or more referees are nominated who may be contacted by the assessor to support their application.
- Step 4:** Candidate submits the **completed RPL kit** with their evidence attached and referenced (via email or post, depending on the volume and type of evidence they are submitting).

What the **ASSESSOR** must do:

Read through **SECTION 1: INTRODUCTION** of this **Assessor RPL Kit** to learn about the qualification and the process through which RPL’s are conducted at Vortex Education.

Service Standard: Complete Steps 5 – 8 within **14 Days** of receiving the application.

- Step 5:** Begin the **assessment process** by reviewing the evidence the candidate has submitted and completing **SECTION 2: RPL ASSESSMENT**. You will need to determine whether any further evidence, clarification or verification are required.
- Step 6:** **Contact the candidate to discuss the overall application.** During this *professional conversation*, question the candidate about the evidence they have provided, as well as their knowledge, skills and experience. You may wish to request additional evidence from the candidate to demonstrate their competence.
- Step 7:** **Conduct a referee check** to verify and authenticate the candidate’s skills, knowledge and experience. Determine whether to seek third-party verification following your conversation with the candidate.
- Step 8:** **Provide a detailed report of your assessment outcome to Vortex Education.** Vortex Education will then formalise the candidate’s result and advise them of the outcome of their RPL application.



Student Support

Vortex Education caters to diverse client learning needs and aims to identify and respond to the learning needs of all students. All students are encouraged to express their views about their learning needs at all stages of their learning experience from the initial enrolment and induction stage.

Vortex Education is committed to providing students requiring additional support, advice or assistance while training. To achieve this and to ensure the quality delivery of training and assessment, Vortex Education provides support services to improve and extend training outcomes. Students are advised to make an appointment with their trainer in the first instance, if required the student can then schedule an appointment with Vortex Education to discuss support services.

Additional support services include:

- Learning Support
- Assistance when applying for RPL or credit transfer
- Whether or not specialist support equipment or personnel is required
- Whether or not any reasonable adjustments need to be applied to suit the candidate context
- Briefings on the assessment process, may be written or verbal. If verbal, must be looked up in writing
- Provision or access to assistive technology
- Additional tutorials to assist with learning
- Assistance in using technology
- Adjustment to equipment (i.e. change of study to support a student with a bad back)
- Referral to LLN assistance
- Mentoring
- Referral to counselling services
- Grievance /conflict resolution
- Stress management
- Access and equity issues
- Client welfare and support

Genuine difficulties for a learner to complete a program in the allotted timeframe are to be brought to the attention of Vortex Education at the first available opportunity.

Additional support services

Provision of additional support services will be provided where necessary to enable students to participate in the same way as any other person regardless of whether support services have been required.

Where there is perceived difficulty in achieving learning goals, the trainer will discuss these issues with the student. The student will be provided with information about possible alternative pathways, additional tools and resources available, and options and choices for accessing a supportive network. The information provided will vary depending on the individual needs of the student.

Should you require additional support during the term of your course, please advise your Trainer / Assessor who will endeavour to refer you to an appropriate support service.

Vortex Education offers a free training support service to all students who have any questions or difficulties regarding their current training and/or their future career development. Our staff can assist you with questions regarding training and career pathways and opportunities, personal development opportunities, work placement and/or any other training / industry related questions.

This service offers practical answers to most of the questions and challenges faced by students in relation to their training and/or career. We are here to help and will always try to source the information you need to feel supported or refer you to an appropriate internal or external service if required.

We will respect your right to privacy. Any information disclosed will remain strictly confidential.

External Support Services

Reading and Writing Hotline

Telephone: 1300 655 506

Website: <http://www.readingwritinghotline.edu.au/>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021

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

You may be eligible for funding assistance if you receive one of the following:

- Pensioner Supplement Allowance
- AUSTUDY
- Youth Allowance

Australian Apprenticeship Support Network (AASN)

Telephone: 1800 639 629

Website: <http://australianapprenticeships.gov.au>

Australian Apprenticeship Support Network handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your AASN about this now.

The Equal Opportunity & Human Rights Commission

Telephone: (03) 9281 7100

Website: <http://www.equalopportunitycommission.vic.gov.au/home.asp>

The Commission's can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

Legal Aid Victoria

Telephone: 1800 677 402

Website: <http://www.legalaid.vic.gov.au>

Victoria Legal Aid helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions.

Australian Centre for Disability Law

Telephone: 1800 800 708

Website: <http://disabilitylaw.org.au/>

Australian Centre for Disability Law promotes and protects the human and legal rights of people with disability and their supporters through legal advocacy

Disability Rights

Telephone: 1800 462 480

Disability Rights Victoria is an advocacy organisation directed by people with a disability. They work with and on behalf of adults with a disability. They provide individual advocacy, information and support to people with a disability via our network of advocates located across Victoria. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Kids Help Line

Telephone: 1800 55 1800

Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia

Telephone: 1300 799 675

Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Principles of Assessment and the Rules of Evidence

Assessors are responsible for ensuring that all assessments are conducted in accordance with the principles of assessment and the rules of evidence.

Principles of assessment are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

- Fairness:** Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
- Flexible:** To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.
- Validity:** There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group

Reliability: There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Following is a guide to what should be in the assessment tools to meet the "Principles of Assessment":

- Elements addressed (to levels as defined in performance criteria)
- Knowledge evidence/required knowledge addressed
- Performance evidence/required skills addressed
- Assessment conditions/critical aspects of evidence addressed
- Context and consistency of assessment addressed to appropriate AQF level
- Assessment of knowledge and skills is integrated with their practical application
- Assessment uses a range of assessment methods

- Criteria defining acceptable performance are outlined for all instruments
- Clear information about assessment requirements is provided (for assessors and students)
- Allows for reasonable adjustment and provides for objective feedback
- Considers dimensions of competency and transferability

Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

Validity: Assessment evidence considered has direct relevant to the unit or module’s specifications.

Sufficiency: Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authenticity: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work.

Currency: Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Following is a guide to what should be in the assessment tools to meet the “Rules of Evidence”:

Validity	Assessment evidence considered has direct relevance to the unit or module’s specifications
Sufficiency	Sufficient assessment evidence is considered to substantiate a competency judgement
Authenticity	Assessment evidence gathered is the learner’s own work
Currency	Competency judgements include consideration of evidence from the present or the very recent past

In order to ensure that assessment activities/tasks meet the Principles of Assessment and the Rules of Evidence requirements, which includes meeting workplace requirements and to ensure the reliability and flexibility of assessment, all assessment activities/tasks must be validated.

Assessment Cover Sheet

The Assessment Cover Sheet is to be provided to the student to complete and attach to their completed Assessment Tasks prior to submission to their Assessor. The cover sheet provides a mechanism for the student to sign a declaration that the work submitted is “all their own work” and that they have kept a copy of their assessment task for their reference. The cover sheet also provides a mechanism for the assessor to provide feedback to the student as well as their result for work completed.

Cheating and Plagiarism

Vortex Education will not condone cheating or plagiarism in any form by students of Vortex Education and will ensure that these standards are upheld. Trainers must be diligent in reducing potential opportunities for cheating and plagiarism to occur by adhering to our policy on Cheating and Plagiarism.

Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of

an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

It is cheating to:

- use notes or other resources without permission during formal testing
- hand in someone else's work as your own (with or without that person's permission)
- hand in a completely duplicated assignment
- take work without the author's knowledge
- allow someone else to hand up your work as their own
- have several people write one computer program or exercise and hand up multiple copies, all represented (implicitly or explicitly) as individual work
- use any part of someone else's work without the proper acknowledgement
- steal an examination or solution from a Trainer/Assessor.

It is not cheating to:

- discuss assignments with your Trainer/Assessor or other students to understand what is being asked for
- hand in work done alone or with the help of staff
- get help to correct minor errors in spelling, grammar or syntax (sentence construction)
- discuss assignment requirements and course materials so that you can better understand the subject (this is, in fact, encouraged)
- submit one assignment from a group of students where this is explicitly permitted or required

use other people's ideas where they are acknowledged in the appropriate way, such as referencing using footnotes, end notes or the Harvard system of referencing.

Penalties

If you are suspected of cheating, your Trainer/Assessor will investigate to establish evidence to support the suspicion.

If there is evidence to support the suspicion, your Trainer/Assessor will notify Vortex Education and set out the concerns to you in writing, requesting a time to discuss the matter. You will have the opportunity to counter the allegations made against you.

Once you have provided your information, Vortex Education may come to one of two decisions:

- It is a minor or unintentional offence and you will need to undergo an alternative form of assessment, such as a short oral assessment, which may involve talking about the work or questioning. The penalty in this case is that you will receive the lowest level of competency or pass for all the learning outcomes being assessed.
- It is a serious offence and you will fail the module. Repeated offences of cheating – minor or serious – will result in failure of the module plus a record on your student file, together with the reason.

You will be advised of all penalties writing.

What if I don't agree with the decision?

If you are accused of and penalised for cheating and believe that the accusation is unjust, you have the right to appeal against the charge. This appeal must be lodged in writing with the educational manager of the program within one week of the penalty being imposed.

The appeal may be lodged against:

- the process
- the decision
- the penalty.

The appeal will be investigated and a decision will be advised to you within a week of your appeal.

If you are having difficulties with your studies, you are encouraged to seek help from your Trainer/Assessor.

Language, Literacy and Numeracy Education

We are committed to providing assistance to people seeking to undertake training with us, who may have special literacy and numeracy requirements. We will provide individual assistance where possible to trainees / students who have literacy and numeracy skill needs and will also provide referrals to specialist literacy and numeracy assistance agencies where appropriate.

Vortex Education will supply you will our Language, Literacy and Numeracy Test upon enrolment for your course that this document is a guide only and speaks to generic requirements, in the event that a Unit of Competency has specific requirements or standards for LLN learners will be made aware at time of enrolment. Language, Literacy and Numeracy skills of learners may be assessed using both informal and formal methods depending on the individual unit of competency requirements.

Language, Literacy and numeracy requirements General

At Vortex Education Assessment of core LLN skill levels identifies an individual's skill levels. This individual assessment can then be compared with the LLN levels required of a training program or unit or qualification.

The purpose of the assessment should be to determine whether the person:

- Should complete an LLN bridging program before commencing the training, or
- Requires LLN support throughout the training program (or unit or qualification) or workplace tasks.

Identified gaps can be addressed in various ways, for example bridging courses or activities provided by a vocational trainer with knowledge of developing LLN skills.

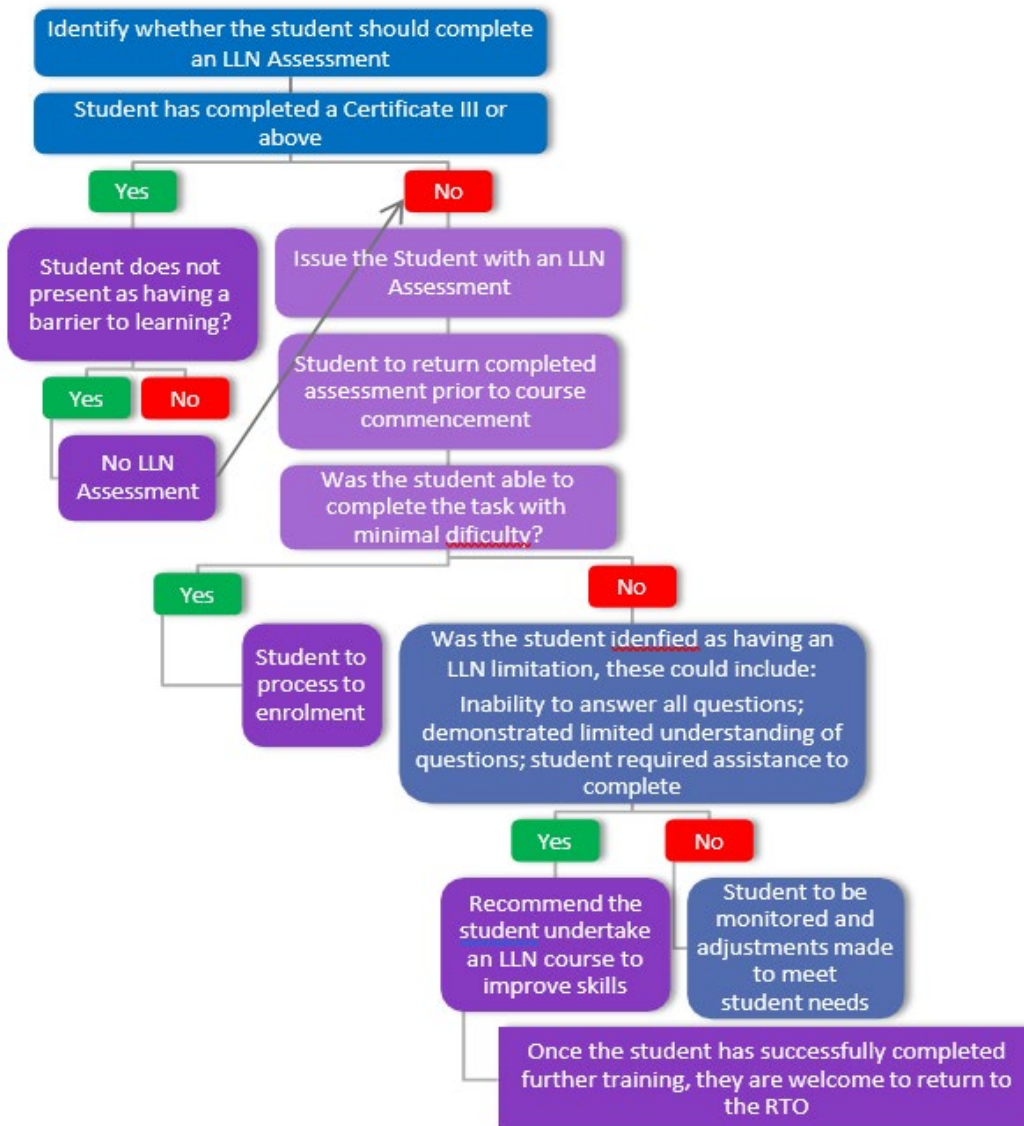
The indicator tool is designed to identify candidates with:

- English as a Second Language needs
- Reading, Writing and Maths needs
- Specific cultural needs

Accessing help and support

- Speak with your trainer / assessor or any member of the Vortex Education team regarding any concerns you may have relating to LLN
- All LLN enquires will be treated with professionalism, sensitivity and constructive support Contact the Reading Writing Hotline 1300 6555 06 or www.readingwritinghotline.edu.au

LLN Process



Legislative and Regulatory Requirements

When undertaking work experience, the student acknowledges that they must observe the employers Workplace Health and Safety (WHS) Policies and all workplace practices, as instructed by the employer, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all the RTO clients and students it is important that adherence to all legislative acts and regulations are observed while undertaking training.

The student acknowledges that they must observe the RTO's policies and procedures, according to State and Federal Government legislative and regulatory requirements, as set out in the Student Handbook.

Statutory Education Licence

Provisions under Part VB of *The Copyright Act 1968* allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education licence. [The Copyright Agency Ltd \(CAL\)](#) administers the Statutory Education licence on behalf of the Attorney General's Department.

Any RTO electing to rely on this licence is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this licence an educational institution is generally not allowed to reproduce any third party material from any source, other than where there is a direct licence/subscription in place, or permission has been granted by the creator of the work.

For further details about the Statutory Education licence and/or how to apply, call CAL's education team on 02 9394 7600 or email educationlicences@copyright.com.au.

Standards for Registered Training Organisations 2015

The [Standards for Registered Training Organisations 2015](#) form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards set out the requirements that Positive Training Academy are required to meet in order to be an RTO.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011 or equivalent legislation covering VET regulation in a non-referring State as the case requires
- VET Quality Framework

Note – the *National Vocational Education and Training Regulator Act 2011*, or equivalent legislation covering VET regulation in a non-referring State, provides the VET Regulator with the powers necessary to carry out its functions. Nothing in these Standards may be read as limiting or diminishing those powers.

These Standards should be read in conjunction with the:

- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

All employees, including contractors, of Positive Training Academy are required to comply with the regulatory requirements of these standards across the RTO's operations and scope of registration. Compliance with the Standards includes ensuring that training products delivered by the RTO meets the requirements of training packages or VT accredited courses, and have integrity for employment and further study and ensure that the RTO operates ethically with due consideration of

learners' and enterprises' needs.

National Vocational Education and Training Regulator Act 2011

The [National Vocational Education and Training Regulator Act](#) establishes the regulatory requirements for registration of a

RTO's. The objectives of this act are:

- a) to provide for national consistency in the regulation of vocational education and training (**VET**); and
- b) to regulate VET using:
 - i. a standards-based quality framework; and
 - ii. risk assessments, where appropriate; and
- c) to protect and enhance:
 - i. quality, flexibility and innovation in VET; and
 - ii. Australia's reputation for VET nationally and internationally; and
- d) to provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population; and
- e) to protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET; and
- f) to facilitate access to accurate information relating to the quality of VET.

Note 1: The standards-based quality framework mentioned in paragraph (b) consists of instruments made by the Ministerial Council, the Minister or the National VET Regulator.

Note 2: These objects are subject to the constitutional basis for this Act (see Division 3).

Australian Qualifications Framework (AQF)

Applicants and RTOs are required to comply with the [Australian Qualifications Framework](#) (AQF), in particular when developing materials or writing Training and Assessment Strategies. The AQF is the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The AQF Handbook outlines the requirements for setting up Certificates and Testamurs

Data Provision Requirements

The [Data Provision Requirements 2012](#) outlines the requirements for applicants and registered training organisations (RTOs) to capture and provide data to the regulatory body.

The data required relates to registration and performance information, including [quality indicator data](#) and information derived from the Australian Vocational Education and Training Management of Information Statistical

Standard (AVETMISS).

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

For a copy of the AVETMISS Standard go to <http://www.ncver.edu.au> and select Statistical Standards – VET Providers.

(Note: AVETMISS is revised from time to time to maintain relevance and appropriateness. The current version can be accessed from the NCVET website (above)).

The Data Provision Requirements require relevant applicants and RTOs to show that they have adequate systems to capture and report on this data against the agreed quality indicators.

Privacy Protection Act 2012 & Privacy Act 1988

The RTO respects the importance of securing any form of personal information which is collected from the student (s) and/or other Stakeholders. The RTO promotes and conducts the following policy in accordance with the privacy Amendment (enhancing Privacy Protection) Act 2012, which amends the Privacy Act 1988.

Australian Privacy Principles

Australian Privacy Principle 1 – Open and transparent management of personal information

The RTO collects information for training purposes and compliance against NVR standards to ensure quality service is given to its students in an open and transparent way.

The information collected and stored in the RTO's AVETMISS database includes;

- Student Name
- Age, sex
- Contact information
- Record progress
- For more information, please refer to Clause 17.4 on page 90 for Records Management – paper based Policy and Procedure

Australian Privacy Principle 2 – Anonymity and Pseudonymity

Should the student and/or stakeholder choose to remain anonymous or use a pseudonym the individual has the right when it is lawful and practicable to do so.

In the case of enrolling into a nationally recognised qualification, all students must use the identity details on their photo ID which will be verified by the RTO.

Australian Privacy Principle 3 – Collection of solicited personal information

Personal information other than sensitive information

The RTO will only collect personal information that is reasonably necessary for one or more of their functions or activities.

Sensitive information

Sensitive information in which the RTO may collect and/or solicit, would be for lawful means as authorised by or under an Australian Law or a court/tribunal order. Should sensitive information related to students health and safety, the RTO may collect this information with the consent of the individual or authorised by or under Australian Law.

Australian Privacy Principle 4 – Dealing with unsolicited personal information

Should the RTO receive personal information although not solicited such information, they will determine as soon as practicable and lawful to do so, destroy the information or ensure the information is de-identified. The RTO will also, within a reasonable period after receiving the information, determine whether or not it could have been collected under APP 3.

Australian Privacy Principle 5 – Notification of the collection of personal information

At or before the time, or if that is not practicable as soon as practicable after, the RTO collects personal information about an individual, such steps will be taken to inform the individual:

- The identity of the RTO and contact details
- If the RTO collects or has collected person details from someone other than the individual
- If the collection of personal information is required or authorised by or under and Australian law or a court/tribunal order.
- The purpose for which the RTO has collected the information
- The consequences (if any) for the individual if all or some of the personal information is not collected by the RTO
- Whom the RTO discloses the personal information too
- How the individual may access the personal information and seek correction of such information
- How the individual may complain due to any form of breach

Australian Privacy Principle 6 – Use or disclosure of personal information

The RTO will ensure and promote to its staff that disclosure of personal information for another purpose such as direct marketing, public relations and relationship building is not prohibited unless the individual has consented to the use of disclosing information.

Where State or Commonwealth funding supports training we are obliged to submit personal and progress details for research, statistical analysis, program evaluation, post completion survey and internal management purposes.

Australian Privacy Principle 7 – Direct marketing

The RTO will not use or disclose personal information for the purpose of direct marketing as outlined in APP 6 unless consent is made by the individual.

This includes sharing your personal details with another organisation unless it is a government department.

Australian Privacy Principle 8 – Cross border disclosure of personal information

The RTO will only transfer personal information to an individual or someone overseas if;

- The receipt of the information is subject of law
- The RTO believes that the disclosure of the information is reasonably necessary for one or more enforcement activities.

Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers

The RTO must not adopt a government related identifier of an individual as its own identifier of the individual unless required or authorised by or under an Australian law or a court/tribunal order; if:

- The identifier is prescribed by the regulations
- The organisation is prescribed by the regulations
- The adoption, use or disclosure occurs in the circumstances prescribed by the regulations

In this case of Traineeships and Apprenticeships, students will be issued with a Training Contract Identification Number (TCID), which will be used for identified with the relevant government department.

In the case of the Unique Student Identifier (USI) all students will be required to produce this number prior to enrolment.

Australian Privacy Principle 10 – Quality of personal information

All personal information collected by the RTO must be accurate, up to date, complete and relevant.

Australian Privacy Principle 11 – Security of personal information

The RTO must ensure that personal information is protected from misuse, interference and loss from unauthorised access, modification or disclosure. To ensure this, all data is collected and stored on the student management system with limited access to authorised personnel only.

Australian Privacy Principle 12 – Access to personal information

All students have the right to gain access to information on request that fall within the definition of personal information. Should the information be withheld from the individual, the RTO should provide reason why access will not be made available within lawful reasons.

Workplace Health and Safety Act 2011

Vortex Education is committed to providing and maintaining a safe and healthy environment for the benefit of all clients, visitors and employees.

Vortex Education monitors and maintains the appropriate Workplace Health and Safety levels and obligations under the Federal and State rules and regulations of the Western Australian Work Health and Safety Act 2020.

If students have any concerns or notice a condition or practice that seems unsafe, it is important that it is brought to the attention of Vortex Education's management this generally occurs through the Trainer / Assessor.

According to Division 2, Section 19 - Primary duty of care:

- a) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of:
 - workers engaged, or caused to be engaged by the person, and
 - workers whose activities in carrying out work are influenced or directed by the person, while the workers are at work in the business or undertaking.
- b) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.
- c) Without limiting subsections (1) and (2), a person conducting a business or undertaking must ensure, so far as is reasonably practicable:
 - the provision and maintenance of a work environment without risks to health and safety, and
 - the provision and maintenance of safe plant and structures, and
 - the provision and maintenance of safe systems of work, and
 - the safe use, handling, and storage of plant, structures and substances, and
 - the provision of adequate facilities for the welfare at work of workers in carrying out work for the business or undertaking, including ensuring access to those facilities, and
 - the provision of any information, training, instruction or supervision that is necessary to protect all persons from risks to their health and safety arising from work carried out as part of the conduct of the business or undertaking, and
 - that the health of workers and the conditions at the workplace are monitored for the purpose of preventing illness or injury of workers arising from the conduct of the business or undertaking.

According to Division 4 of the Act:

28 Duties of workers

While at work, a worker must:

- a) take reasonable care for his or her own health and safety, and
- b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
- c) comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act, and
- d) co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

29 Duties of other persons at the workplace

A person at a workplace (whether or not the person has another duty under this Part) must:

- a) take reasonable care for his or her own health and safety, and
- b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
- c) comply, so far as the person is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person conducting the business or undertaking to comply with this Act.

Emergency Procedures

An emergency situation may be described as an incident that has the potential to cause loss of life or serious injury to personnel, or major damage to equipment or property. An emergency situation develops suddenly and unexpectedly and requires immediate action to bring under control.

In the event of an emergency, if practical, save human life or prevent the emergency from escalating eg. remove people from the area, fight the fire with appropriate firefighting equipment or turn off services.

Fire Emergency

If the emergency situation involves a fire the following points should be remembered if attempting to fight the fire:

1. When using a fire extinguisher do not aim the nozzle at the centre of the fire. Work from near edge and with a sweeping motion drive the fire to the far edge.
2. Do not stand down wind or downhill of a fire.
3. If there is any chance of chemicals or explosives in the fire, evacuate the area.
4. If there is any doubt about it being an electrical fire, treat it as an electrical fire.
5. If unable to immediately control the situation it must be reported by available means such as, telephone, etc.
6. You must notify your name, type of emergency, location of the emergency and assistance required.
7. Never take any unnecessary risks in attempting to control the situation. Evacuate first.

You need to make yourself aware of Emergency Procedures, the location of fire extinguishers or hose reels and the location of the Evacuation Meeting Point.

Evacuation Procedure (T&S)

In the event of an emergency situation eg: a fire, bomb threat, gas leak etc... each employee/contractor is required to follow the Evacuation Procedures below.

1. Upon notification to evacuate, eg alarm or a warning from the Fire Warden, each employee/contractor is to await further instructions from the Fire Warden.
2. Once the Fire Warden has given instructions to evacuate each staff member should:
 - a. follow the Fire Warden to the Evacuation Meeting Point
 - b. leave the building in an orderly manner, and
 - c. meet at the Evacuation Meeting Point indicated on the signs located around the building.
3. Upon arriving at the Evacuation Meeting Point please await further instructions from the Fire Warden or the Emergency Services.
4. Please do not leave the Evacuation Meeting Point until you are instructed to do so, as a roll call will be initiated to ensure that there are no employees/contractors or students left behind in the building.

Anti-Discrimination Act 1977

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by MIT, including their administrative practices and assessment processes, take into account the principles established by this legislation. For more information go to:

<http://www.legislation.nsw.gov.au/viewtop/inforce/act+48+1977+cd+0+N/>

The RTO is committed to ensuring that all of its representatives, clients and participants are treated fairly and equally in their employment and training.

1. All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment.
2. Trainer/Assessors are accountable for the implementation of this policy.
3. The RTO and its representatives have a responsibility to provide an environment, which is free from any form of discrimination, harassment, insult, ridicule, and victimisation or bullying either directly or indirectly.

Sexual Harassment Act 1984

All representatives of the RTO are required to note and agree to comply fully with the regulations and legislation preventing Sexual Harassment and ensure that all training participants are made aware of and comply with such regulations and legislation requirements.

Sexual Harassment includes but is not limited to:

1. Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual over tones (for example: jokes, slurs, assault, touch or posters)
2. Continuing to express sexual interest after being informed that the interest is unwelcome
3. Masking reprisals, threats of reprisal or implied threats of reprisals following a negative response. (for example, suggesting a poor performance report will be given)
4. Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence or affect the career, salary or environment of another
5. Offering favours or benefits such as promotions, favourable reviews, favourable assigned tasks, etc in return for sexual favours

The RTO strives for an environment free of sexual harassment. These policies against harassment apply to both the training and work environments for participants, clients, staff and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal or cancellation of contract.

Harassment Act 1997

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning environment, will not be tolerated. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexual preference or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation are contrary to the duty of care to provide a safe environment for work and learning.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of Harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a client's work or work capacity

- Jokes and comments about someone's ethnicity, colour, race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.

Examples of victimisation may include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone
- Ignoring a person
- Mocking customs or cultures
- Lower assessment of client work

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear
- Behaviour that intimidates, degrades or humiliates a person
- Aggression, verbal abuse and behaviour which is intended to punish
- Personality clashes and constant 'put-downs'
- Persistent, unreasonable criticism of client work performance
- Client violence both physical and threatened against teachers

Staff and students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer or the Chief Executive Officer. All complaints will be promptly investigated.

Anti-Bullying

Violence, harassment and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment and bullying can violate these rights. They can also impact on other rights, such as the right to education and the right to health. Violence, harassment and bullying affect well-being and quality of life.

Victims can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment and bullying can lead to suicide in extreme cases.

These are not issues that concern only children and young people. Violence, harassment and bullying can occur in a number of different environments, including in workplaces, care facilities and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place in cyberspace: over the internet and on mobile phones. New technologies enable the spread of information, ideas and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment and bullying in cyberspace.

We all have a responsibility to create a safe environment by standing up against violence, harassment and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by clients to be in violation of the RTO harassment, victimisation and bullying policy, report the situation to management.

Refer to your state regulatory body for more information.

Access and Equity Policy

The RTO's Management and staff provide assistance to all clients to identify and achieve their desired learning outcomes. The RTO is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy.

Vortex Education is committed to providing all students with equal opportunity to pursue their training and development. This policy and procedure are to be used by Vortex Education to integrate access and equity principles into all training and assessment activities it conducts or is conducted on its behalf.

Scope:

This policy covers all the Vortex Education's policies and procedures and all training function activities.

Definitions: Access and equity principles include:

- Equity for all people through the fair and appropriate allocation of resources.
- Equality of opportunity for all people without discrimination.
- Access for all people to appropriate quality training and assessment services.
- Increased opportunity for people to participate in training.

Disadvantaged groups who have traditionally been underrepresented include:

- People with a disability.
- Women.
- People from non-English speaking backgrounds.
- People in rural and remote areas.
- Long-term unemployed.

Discrimination:

Discrimination can be direct, indirect or systemic:

- Direct discrimination: Is any action, which specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g. gender or ethnic origin), are applied as a barrier.
- Indirect discrimination: Is the outcome of rules, practices and decisions which treat people equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and can significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.
- Systematic discrimination: A system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of people because of their status or characteristics.

Sexual harassment:

Sexual harassment is unwelcome, unsolicited and unreciprocated conduct of a sexual nature which offends, intimidates, embarrasses or humiliates a person.

Sexual harassment is not interaction, flirtation or friendship that is mutual or consensual. Sexual harassment can take many different forms – it can be obvious or indirect, physical, verbal, written or pictorial (including email, text

messaging or on social networking websites), repeated or one-off and perpetrated by males and females against people of the same or opposite sex.

It is unlawful for a person to sexually harass another person in several areas, including employment, education and the provision of goods and services.

In some circumstances sexual harassment may be considered criminal conduct. Any established case of sexual harassment will be treated as serious misconduct.

Bullying:

Vortex Education seeks to provide an education culture marked by mutual respect, personal dignity and support for everyone's skills and abilities, and to encourage further learning.

Vortex Education supports an environment where employees and students may reasonably expect to pursue their work in a safe and civil online workspace free from discrimination, harassment, threatening or violent conduct or offences against individuals or property.

While some bullying may involve verbal abuse, bullying can also involve overt or covert intimidation. Bullying can be carried out indirectly, for example via email.

Bullying has a negative effect on both the recipient and the Vortex Education community who witness the behaviour. Vortex Education therefore recognises the right and responsibility of individuals to raise a complaint if they are exposed to bullying behaviour, whether directly or indirectly.

Bullying is not limited to, but may include overt behaviour such as:

- Abusive, insulting or offensive language
- Behaviour or language that frightens, humiliates, belittles or degrades, including criticism that is delivered insensitively/inappropriately
- Cyber bullying
- Harassment including on the basis of race, ethnicity, sexuality or disability
- Unnecessary or degrading references to an individual's gender/sexual diversity
- Teasing or regularly making someone the target of pranks or practical jokes

Covert behaviour that undermines or disempowers others is also bullying and may include:

- Unreasonably overloading a person with work
- Setting timelines that are difficult to achieve or constantly changing deadlines
- Setting tasks that are beyond a person's skill level
- Ignoring a person
- Deliberately denying access to information, consultation or resources

All employees and students have a right to participate in an environment free from bullying behaviour. They also have a responsibility to uphold Vortex Education's policy on the prevention of bullying and to comply with the relevant legislation.

Employees and students are encouraged to bring bullying behaviours to the attention of Vortex Education's complaints manager.

Policy:

The aim of the policy is to remove barriers and to open developmental opportunities for all students by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

All students will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, age, national origin, gender, marital status or physical disability.

A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and/or other students (in accordance with any relevant legislation).

All assessors are responsible to observe and be advocates for the policy.

Vortex Education's policies and procedures will be monitored and reviewed to ensure they recognise and incorporate the rights of individuals.

Vortex Education's training manager will be person responsible for the implementation and maintenance of the policy.

Procedure:

The policy will be included in information provided to employers, assessors and students.

Vortex Education procedures relating to training and assessment activities will focus on objective criteria based on merit.

Any person with a complaint will be directed to use Vortex Education's customer complaints and appeals policy and procedures.

Issues raised in relation to this policy will be documented and archived.

RTO Procedures

- The access and equity policy of the RTO is provided within the code of practice displayed within the RTO's Reception area.
- The access and equity policy of the RTO is explained within the Staff induction procedure within all staff recruitments.
- The access and equity policy of the RTO is described within the Staff & Trainers manual.
- Special client needs will be identified through initial contact with reception and enrolment staff, receipt of application materials, and orientation events prior to the commencement of training and or assessment.
- All the RTO's staff must follow the principles of fairness and flexibility in workplace assessment.
- Where a conflict between other the RTO's policies is recognised in applying the RTO's access and equity policy, the staff member will report the conflict to the RTO's Management.
- Access and equity training and assessment adjustments (reasonable adjustment) must be reported to the next management meeting.

Laws and Legislation

All students are required to be aware of their responsibilities under Commonwealth, State and/or Territory legislation and regulation that applies due to their participation in vocational education and training with Vortex Education.

The following legislation applies to you during your participation in your course. If you are unsure what obligations this place on you, please call our office or ask your trainer/assessor.

Vortex Education undertake regular reviews and information sessions regarding Laws, Acts and Legislation changes.

Key Legislation Vortex Education must comply with.

<ul style="list-style-type: none"> National Vocational Education and Training Regulator Act 2011
<ul style="list-style-type: none"> Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
<ul style="list-style-type: none"> The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975 and the Disability Regulations 2007 (the Act)
<ul style="list-style-type: none"> The Working with Children Act 2005 (the Act)
<ul style="list-style-type: none"> The Privacy Act 1988 (Cth) and National Privacy Principles
<ul style="list-style-type: none"> Workplace Health and Safety Act 2011
<ul style="list-style-type: none"> Work, Health and Safety Regulation 2011
<ul style="list-style-type: none"> Public Records Act 1973
<ul style="list-style-type: none"> Commonwealth Safe Work Australia Act 2008
<ul style="list-style-type: none"> Commonwealth Taxation and Superannuation Legislation
<ul style="list-style-type: none"> Fairwork Act 2009 and Fairwork Regulations 2009
<ul style="list-style-type: none"> Children, Youth and Families Act 2005
<ul style="list-style-type: none"> Community Services Act 1970
<ul style="list-style-type: none"> Health Records Act 2001
<ul style="list-style-type: none"> Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associated legislation
<ul style="list-style-type: none"> Commonwealth Corporations Act 2001 and associated legislation
<ul style="list-style-type: none"> Commonwealth Competition and Consumer Act 2010
<ul style="list-style-type: none"> Fundraising Act 1998
<ul style="list-style-type: none"> Health Professions Registration Act 2005
<ul style="list-style-type: none"> Health Services Act 1988
<ul style="list-style-type: none"> Mental Health Act 1986 and regulations

<ul style="list-style-type: none"> • Guardianship and Administration Act 1986
<ul style="list-style-type: none"> • Gambling Regulation Act 2003
<ul style="list-style-type: none"> • Alcoholics and Drug-dependent Persons Act 1968
<ul style="list-style-type: none"> • Alcoholics and Drug-Dependent Persons Regulations 2002
<ul style="list-style-type: none"> • Drugs, Poisons and Controlled Substances Act 1981 and regulations
<ul style="list-style-type: none"> • Food Act 1984
<ul style="list-style-type: none"> • Liquor Control Reform Act 1998
<ul style="list-style-type: none"> • Do Not Call Register Act 2006
<ul style="list-style-type: none"> • Independent Contractors Act 2006
<ul style="list-style-type: none"> • The Copyright Act 1968
<ul style="list-style-type: none"> • Age Discrimination Act 2004
<ul style="list-style-type: none"> • Anti-discrimination Act 1991
<ul style="list-style-type: none"> • Human Rights and Equal Opportunity Commission Act 1986
<ul style="list-style-type: none"> • Disability Discrimination Act 1992
<ul style="list-style-type: none"> • Racial Discrimination Act 1992
<ul style="list-style-type: none"> • Racial Discrimination Act 1975
<ul style="list-style-type: none"> • Freedom of Information Act 1982
<ul style="list-style-type: none"> • Learner Identifiers Act 2014
<ul style="list-style-type: none"> • Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (Enhancing Privacy Protection Act 2012)
<ul style="list-style-type: none"> • Occupational Safety and Health Act 1984 (WA)
<ul style="list-style-type: none"> • Occupational Safety and Health Regulations 1996 (WA)
<ul style="list-style-type: none"> • Competition and Consumer Act 2010 (Cth)
<ul style="list-style-type: none"> • Building Act 2011 (WA)

Appeals and Complaints Policy

Vortex Education's Management shall ensure that all complaints and appeals are dealt in accordance with the principles of natural justice and procedural fairness and remains publicly available. All complaints and appeals shall be subject to notification within the Vortex Education's management meeting and require the implementation of the Vortex Education's complaints and appeals process.

Scope of Complaints and Appeals Policy

Vortex Education will manage and respond to allegations involving the conduct of:

- a) Vortex Education, its trainers, assessors or other staff;
- b) a third-party providing services on the Vortex Education's behalf, its trainers, assessors or other staff;
- or
- c) a learner of the Vortex Education.

Complaints and Appeals Procedures

Learners may choose to submit a complaint to Vortex Education staff via the Informal Process or Formal Process. (Please note 'Vortex Education staff' will be considered to include third parties or partnering organisation staff)

Informal process

Learners may submit a complaint (verbally or in writing) directly to Vortex Education staff with the purpose to resolve a complaint through discussion and through mutual agreement. All complaints received will be acknowledged in writing by Vortex Education's Management.

Vortex Education staff are required to explain to the Learner the Informal, Formal and complaints and appeals processes available to them.

Learners may be accompanied by a third party of their choice to support them in the informal process discussion. All informal complaints when finalised shall be reported to the Vortex Education's Management by the Vortex Education's staff (via a stakeholder feedback form) for further review and consideration for potential continuous improvement actions, regardless of whether the complaint was resolved or not.

All informal complaints that are not resolved with Learners by mutual agreement with the Vortex Education's staff will require the completion of the formal complaints process.

Formal Process

When a Learner wishes to submit a formal complaint or is dissatisfied with the attempt to resolve a complaint informally (directly with staff) the Learner may submit a formal complaint to the Vortex Education's management utilising the 'Student Complaint Form'.

Vortex Education's Management will respond in writing to all formal Learner complaints within 5 days of receipt of a 'Student Complaint Form'.

When a Complaint is recognised as requiring more than 60 calendar days to resolve the Vortex Education's management must inform the complainant in writing, including reasons why more than 60 calendar days are required; and regularly update the complainant on the progress of the matter.

Vortex Education's Management shall respond to formal complaints from Learners in writing proposing a resolution to the complaint.

Vortex Education Management responses to the complainant shall include information and procedures concerning the complainant's right to appeal the proposed solution and request for an independent adjudicator.

All formal complaints when finalised shall be reported to the Vortex Education's Management by staff for further review and consideration for potential continuous improvement actions, regardless of whether the complaint was resolved or not.

Appeals Process

In the event of a Learner advising that they are dissatisfied with the proposed solution for a formal complaint to the Vortex Education's management, the CEO shall provide an additional opportunity to provide a solution and shall apply the External Appeal process.

External Appeals

The CEO shall advise the Learner that an Independent Third party shall be sought to consider the nature of the complaint and a possible further resolution at no cost to the Learner.

The selection of the Independent Third party shall be communicated with the Learner and the selection must be with the mutual agreement of the Learner.

Vortex Education management shall make contact with the Independent Third party and provide all documentation related to the formal complaint and Learner contact details.

Independent adjudication responses must be within 7 days from the date that all formal complaint documentation is provided to the Independent Adjudicator.

When an Appeal process is recognised as requiring more than 60 calendar days to resolve Vortex Education's management must inform the appellant in writing, including reasons why more than 60 calendar days are required; and regularly update the appellant on the progress of the matter.

On receipt of the formal complaint documentation the Independent Third party shall make contact with Vortex Education Management staff and the Learner and arrange a suitable time for further discussion pertaining to the formal complaint.

All Independent Third Party proposed solutions shall be final and be reported to Vortex Education management and the Learner in writing and will require immediate implementation by both parties.

Assessment result appeals

All appeals from Learners relating to assessment results must be received in a period no longer than 3 months following the competency decision.

Assessment Appeals Procedure

Staff delivering training and assessment services on behalf of Vortex Education will be required to:

Provide timely guidance to all course participants regarding the assessment appeals procedure.

Clarify any aspects of the assessment results that a student does not understand.

Provide each student that requests an assessment appeal with the required 'Assessment Appeal form'.

Communicate directly via email as soon as possible with Vortex Education management on any advice (verbal or written) provided by a student that they are seeking to appeal an assessment decision.

Schedule a meeting with the student and the Vortex Education's management when a completed assessment appeal form is received from a student.

Communicate any outcome decision by the Vortex Education's management to uphold or overturn an assessment appeal to the student's by completing the assessment appeal form clearly identifying the reason for the outcome.

All assessment appeals will be processed by the Vortex Education's staff and management within 10 days of receipt of an appeal. All assessment appeals must be maintained on the students file.

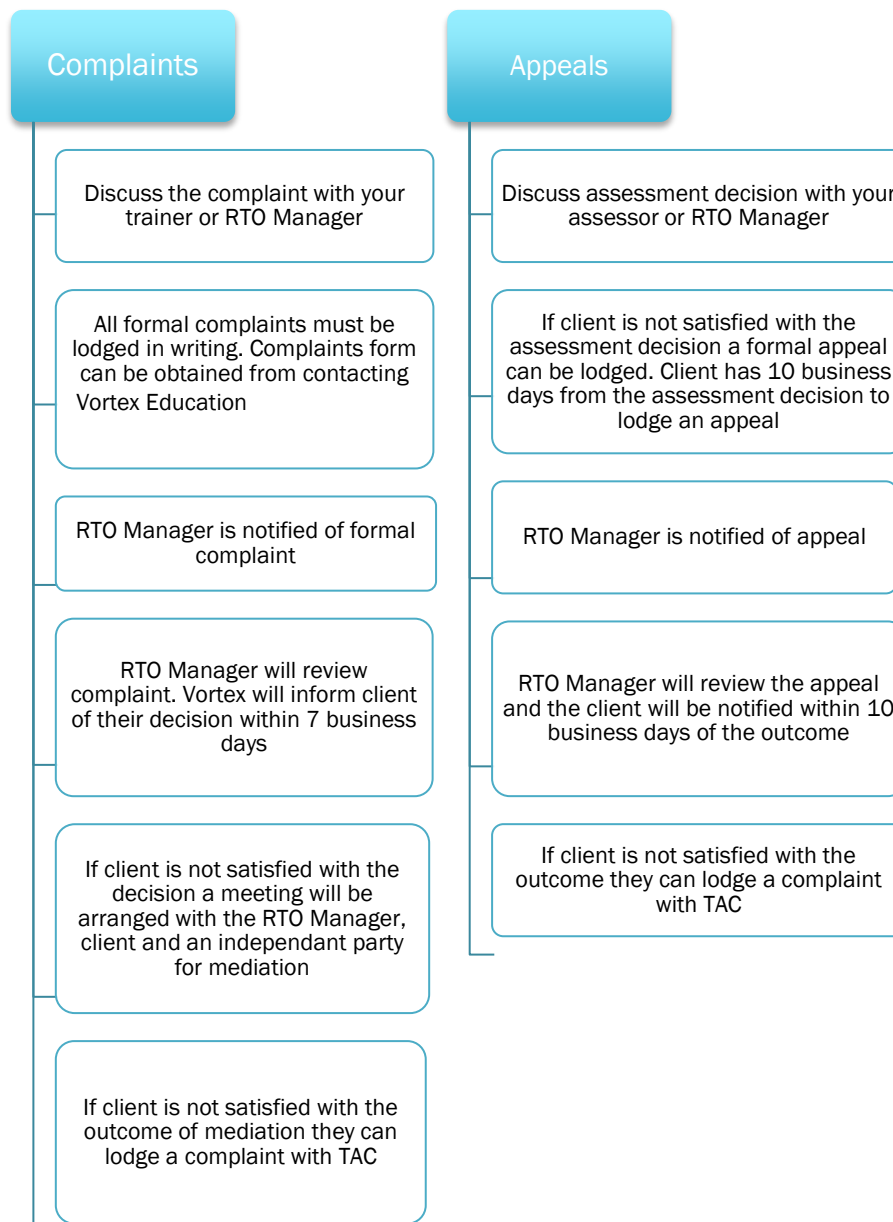
Student records will be adjusted to comply with the Vortex Education's management appeal outcome decisions.

Complaints and appeals records

Vortex Education management shall maintain records of all complaints and appeals and their outcomes and reference complaints and appeals in the Vortex Education's Management meeting minutes identifying potential causes of complaints and appeals and takes appropriate corrective actions to eliminate or mitigate the likelihood of reoccurrence.

Records of all Informal, Formal complaints and appeals will be recorded in Vortex Education meeting minutes and all written student complaints records will be retrievable through the records keeping system.

Complaints and Appeals Flow Chart



Service and Standards

As a provider of quality training and assessment, Vortex Education strives to ensure that all learners are provided with information that informs them of all aspects of the training and assessment process.

Our policies and approaches to learning are designed to ensure that age, gender, cultural or ethical background, disability, sexuality, language skills, literacy or numeracy level, unemployment, remote location are provided with equal access to training and support as is reasonably expected to be provided by a training organisation.

If at any time our service delivery does not meet your expectations, please inform one of the Vortex Education and Assessing staff members. We value our learner's feedback and consistently look for ways that we can provide an exceptional standard of service. If you require any additional information regarding the following topics speak to one of our staff members.

Privacy and Confidentiality

Vortex Education and Assessing recognises the need to protect and safeguard your information. Vortex Education strictly applies privacy principles to all aspects of our operations. In brief:

- We will collect only the information necessary to perform our duties and meet with regulatory compliance
- We will only disclose information under pre-scribed conditions for the purpose of meeting compliance. We will not sell or disclose any information to a 3rd party without consent.

Where an employer has paid for the Training and Assessing on request, we will make results available. All reasonable measures are in place to protect your personal information.

Records management

Vortex Education and Assessing and affiliated organisations adhere to the record keeping requirements outlined in Schedule 5 of the Standards for Registered Training Organisations 2015. We will retain information that includes but is not limited to:

- Enrolment forms
- Assessment documents
- Photos or media taken to support assessment
- Certificates
- Complaints Register

Recently enrolled or current learners' records will be kept onsite in secured storage facilities. Other records may be kept off-site in secured facilities or scanned and secured electronically.

Health and Safety

Vortex Education and Assessing management recognise that it has a responsibility to provide a safe and environment for learners, visitors and staff alike. We are committed to achieving an exceptional standard and continuous improvement of health and safety.

Privacy Policy

This policy ensures that VORTEX EDUCATION meets its legal and ethical requirements regarding the collection, storage and disclosure of personal information it holds regarding its student population, staff, other clients and interactions with external organisations.

Policy

Principles

In collecting personal information VORTEX EDUCATION will comply with the requirements set out in the Privacy Act 1988 and the Privacy Amendment (Private Sector) Act 2001.

VORTEX EDUCATION is committed to ensuring the confidentiality, integrity and security of all information.

Collection of information

In the course of its business, VORTEX EDUCATION will collect information from students, potential students, and other clients either electronically or in hard copy format; including information that personally identifies individual people.

VORTEX EDUCATION will record various communications between the organisation and students, prospective students, other clients and associated organisations.

VORTEX EDUCATION will only collect personal information by fair and lawful means that is necessary for the functions of VORTEX EDUCATION.

Use of information

The information supplied by individuals will only be used to provide information about study opportunities, to enable efficient administration, and to maintain proper student and client records. If an individual chooses not to provide certain information, then we may be unable to provide some services or provide appropriate information.

Disclosure of personal information

Personal information about students studying with VORTEX EDUCATION may be shared with the Australian Government and designated authorities, such as Australian Apprenticeship Centres (AACs) and the National Centre for Vocational Education Research (NCVER). This information includes personal and contact details, course enrolment details and changes, and circumstances related to funding (if applicable).

VORTEX EDUCATION will not disclose an individual's personal information to another person or organisation unless:

- a) the individual concerned is reasonably likely to have been aware, or made aware, that information of that kind is usually passed to that person or organisation
- b) the individual concerned has given written consent
- c) VORTEX EDUCATION believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person
- d) the disclosure is required or authorised by or under law
- e) the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Any person or organisation to whom personal information is disclosed as described in this policy is not permitted to use or disclose the information for a purpose other than the purpose for which the information was supplied to them.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, VORTEX EDUCATION shall include in the record containing that information, a note of the disclosure.

Unique Student Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

As an RTO, Vortex Education cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enroll to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smart phone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:

<http://www.usi.gov.au/Pages/default.aspx>

Should a USI exemption apply, the student is made aware prior to enrolment or training that their training results will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar

USI Exemptions apply according to the following criteria:

Exemption categories are:

- International students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.
- An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.
- Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

Complaints & Appeals Form

Complainant Name		COMPLAINT AGAINST <input type="checkbox"/> Trainer <input type="checkbox"/> Student <input type="checkbox"/> RTO Staff Member <input type="checkbox"/> RTO Staff Member <input type="checkbox"/> Employer <input type="checkbox"/> Resources <input type="checkbox"/> Assessment Tools <input type="checkbox"/> Vortex Education
Date Submitted		
Who is complaining (Please tick)	<input type="checkbox"/> Student <input type="checkbox"/> RTO Staff Member <input type="checkbox"/> Trainer/Assessor <input type="checkbox"/> Employer	
Form submitted to		
Other party/s involved		
Vortex Education Register Number:		

Appeal's must be lodged within 7 days of initial result being determined.

Refer to the Complaints & Appeals Policy in the Student Handbook for procedure.

DETAILS OF COMPLAINT/GREIVANCE/APPEAL

APPEALS: Have you discussed this matter with your trainer in an attempt to reach a decision? Yes/No

Complainant is given the opportunity to complete a Complaints Report Form, with this form, if there is not enough room on this form for the complaint. Complaints Form attached Yes/No

Signed By:

Date:

Form submitted to RTO Manager or CEO Date: _____

RECOMMENDED ACTION REQUIRED FOR IMPROVEMENT

Written Acknowledgement (within 5 business days)

- Written acknowledgement has been given to the complainant

Initial Meeting: (within 10 business days)

- Complaint raised
- Initial meeting held to discuss with all parties involved in the complaint, in order to find a solution agreeable to all parties.
- Solution found and remedied (Please continue to Appeal Outcomes section)

Further investigation required: (within 60 calendar days)

- Referral to RTO Manager or nominated person.
- Referred to a third party/panel
- Referral to other services (ie counselling services or LLN)
- Referred to National Training Complaints Hotline
- Referral to government body (ie police, hospital)
- Referral to funding body (ie DET, VTG)

The RTO is responsible for acting upon the subject of any complaint/appeal found to be substantiated.

APPEAL OUTCOMES

Action / Response Taken By:

Date:

FEEDBACK FROM COMPLAINANT

- Satisfied with outcome
- Dissatisfied with outcome – Further action required
- Matter was dealt with within a reasonable timeframe Yes/No

Other comment:

Complainant Signature:

Date:

