1. Policy Statement

North Metropolitan TAFE recognises the central role of all its employees and all its students in the success of the organisation. It acknowledges that people can have personal difficulties which may or may not relate to their employment or study. These problems may be affecting their quality of life which, in some cases, can have an adverse effect on their overall work or study performance.

2. Objective

To provide access to a free, independent, confidential and professional counselling service to assist with personal and/or work or study related problems for employees, their immediate families and all students.

3. Scope

This policy applies to all North Metropolitan TAFE employees (excluding casuals), their immediate families and all current students.

4. Guidelines

The program is provided free of charge, as a benefit by the Institute. The service includes initial counselling and assessment, which may involve up to three (3) visits. Additional counselling (up to 3 sessions) can only be provided through this service after referral to the Director, Workforce Services (employees and their immediate families); Manager, Disability Support (students); Manager, International Student Centre (international students). Further counselling or treatment as is required will be at the expense of the individual.

Support is available and can be called upon for a wide range of personal and/or work or study related problems such as:

- Marital and relationship issues
- Anxiety and worry
- Depression and low mood
- Family problems
- Conflict at home/work/place of study
- Work-related concerns
- Study-related concerns
- Grief/stress/anger management
- Addiction

Where a person is unsure whether the employee and student Assistance Program may be able to help, they may ring and discuss the matter with a counsellor before making an appointment.
Referral System

Employees and students may obtain access to the system and professional assistance in the following ways:

1. **Self-Referral** (employees only)

   Any employee or immediate family member can contact the counsellors to seek help with the problem and make an appointment, if required. No other employee needs to know. If time off work is required, the employee must notify his/her supervisor and submit a request for leave to attend the appointment. The leave request must be submitted via Employee Self Service (ESS) and be approved by their supervisor. The employee will not be required to give the supervisor any details of the reason for the appointment once the request is made.

2. **Institute Referral** (employees and all students)

   Managers can assist employees and lecturers / technicians / Disability Support Staff can assist students by offering the option of counselling where work or study performance has noticeably declined. The individual has the right to either use or refuse the offer of counselling assistance.

   Other supervisors or lecturers may also have close ties with employees, their families or students. They may become aware of developing situations where this programme could be of benefit and may suggest referral at an early stage.

Critical Incident

A critical incident is any traumatic event that causes people to experience unusually strong emotional reactions. These reactions may have been attributed to witnessing death or serious physical injury, involvement as a victim or observer of serious crimes and loss of valued possessions by fire or other accidents.

Critical incident counselling will first attempt to assess the needs of people having undergone such trauma. They will be given information to assist them to understand the experience and develop effective behaviour.

Generally, the identification of the need for such critical incident counselling will be made by any responsible officer or supervisor either observing the person or the incident. If it is the opinion of this officer such counselling is required, the service is to be contacted immediately and arrangements made for the counselling to occur as soon as possible, usually within two hours of notification of a critical incident. The nominated preferred agency will provide a rapid response and be available over a 24 hour, 7 day week period.

Support service for managers

The support service for managers is aimed at providing support and advice to managers who are dealing with employees on difficult or potentially stressful issues. Telephone help line for managers for work related issues should be within one hour of contact (business hours).

Confidentiality

The strictest confidentiality will be assured to protect the privacy of individuals in situations where they have either voluntarily made their problems known or where the problem has been identified as the reason of deterioration in job or study performance. To achieve this, North Metropolitan TAFE will limit its interest to the effect problems have on work or study performance and shall not, unless requested by the individual, become involved in matters of a personal nature.

Monitoring/Evaluation
The Employee and Student Assistance Program is to be continually monitored for its effectiveness and employee feedback is welcome at any time. The Workforce Services section will report to the Institute Executive at least once a year on the effectiveness of the service.

Service Provider

The preferred service provider is PeopleSense, Joondalup Business Centre, 15 Baron Parade, Joondalup or 111 Hay Street, Subiaco and can be contacted on 9388 9000 or 1300 307 912 or email reception@peoplesense.com.au

Website www.peoplesense.com.au

Links to other support services:

Black Dog Institute
MindSpot
Relationships Australia
Beyond Blue
Men Therapy
Alcohol and Drug Support Line
Family Drug Support Australia
Moneysmart
Financial Counselling Australia

END
Mental Health Emergencies – Joondalup Campus

**Is the person**
- Suicidal?
- Verbally or physically aggressive?
- Agitated/distressed?
- Displaying abnormal behaviour?
- Demonstrating altered perception of reality?

**NO**

`No action required`

**YES**

**Risk to self or others?**

**NO**

**YES**

- Call Security Joondalup: 0407773818 (16:00-22:00)
- Or Police 131 444
- Immediate danger, call emergency 000

**Mental Health Emergency Response Line MHERL: 1300 555 788 – 24/7 mental health assessment and advice line**

**Do you need immediate outside help?**

**NO**

**YES**

- Mental Health Emergency Response Line MHERL: 1300 555 788 – 24/7 mental health assessment and advice line
- Crisis Care 9223 1111 – 24/7 Urgent issues such as domestic violence, child welfare, homelessness

**Is the person willing to accept help?**

**NO**

**YES**

- Encourage & support a call to relative, friend or to General Practitioner
- Student Assistance Program – follow NMT procedures (People Sense 1300 307 912)
  - Under 25 years:
    - Headspace 1800 650 890 or online
    - Kids helpline 1800 55 1800 24/7
  - Over 25 years: Crisis Care 9223 1111 – 24/7 phone counselling
  - Lifeline 13 11 14

**Report on OSH accident/incident form**
**Debrief/discuss with manager**
**For support contact Employee Assistance Program 1300 307 912**
*For students under 18 yrs parent/guardian MUST be contacted*

https://staff.central.wa.edu.au/SupportStudents/Psychologist/Pages/default.aspx
Appendix 3

**Mental Health Support for Students**

North Metropolitan TAFE will be delivering mental health support to students in a different way in 2017.

The Student Assistance Program offers 3 free counselling sessions with an external psychology service, People Sense, to students who are struggling with life problems that have impacted on their studies. To access the service students need to be referred by their lecturer or Disability Support.

To refer a student to People Sense, lecturers need to:

- obtain the student’s consent by asking the student to complete the Student Counselling Consent Form (F124A1)
- email completed Consent Form to People Sense (reception@peoplesense.com.au)
- email completed Consent Form to Disability Support (student.support@nmtafe.wa.edu.au)

Alternatively, lecturers can suggest that students might like to speak to the Disability Support team who can refer the student for counselling and / or provide support to students with diagnosed mental health conditions.

**Disability Support**

T: 9427 1314  
E: Student.Support@nmtafe.wa.edu.au

For further details about the Student Assistance Program, please refer to the following: Employee and Student Assistance Program Policy (PCY124)

**Advice About Helping A Student With Mental Health Issues**

Contact our Mental Health Consultant - Jenny Lloyd:

T: 9427 1215  
E: Jenny.Lloyd@nmtafe.wa.edu.au

The Desk
The Desk website offers useful information on feeling good, staying calm and being organised while studying. North Metropolitan TAFE students can access the website for free - please recommend your students check it out.

www.thedesk.org.au

Emergency Mental Health Support

Mental Health Emergency Response Line 1300 555 788 (24 hours, 7 days a week)
Emergency 000

Parents or guardians of under 18 students must be contacted in the case of emergencies. Mental Health Emergency flow charts have been created for each campus and are listed below (they are designed as posters, in PDF format, to be printed and placed prominently in your area).

External Mental Health Support Services

Students in crisis should contact:
Lifeline 13 11 14
Beyond Blue 1300 22 4636
Kids Help Line 1800 55 1800
Crisis Care 9223 1111 (for Domestic Violence refuges)
Family and Domestic Violence 1800 737 732
Child Protection Policy

Introduction
Kimberley Training Institute recognises that care and protection for children and young people is a shared responsibility. It begins with parents and care-givers, but when this fails it becomes a collective responsibility to protect the child.

This policy sets out the obligations of Institute staff in relation to the identification and timely response to concerns regarding the possible sexual, physical, psychological and emotional abuse or neglect of a child.

Scope
This policy applies to all Institute staff. All staff have a responsibility to report child protection concerns and, within the scope of their work role, provide support to children and young people.

Definitions
The following definitions are derived from the Western Australian Department of Education website at http://det.wa.edu.au/childprotection/detcms/navigation/glossary.jsp

Child
A child is defined as a person who has not reached the age of 18.

Child abuse
Child abuse occurs when a child has been subjected to physical, sexual, emotional or psychological abuse and/or neglect which has resulted or is likely to result in harm to the child's wellbeing. It may involve ongoing, repeated or persistent abuse, or arise from a single incident.

Child protection concern
A concern about the welfare of a child based on the observation of indicators or information that may lead to a belief formed on reasonable grounds that a child has been the subject of abuse.

Confidentiality
Refers to the protection of personal, private and sensitive information. The Institute's Staff Code of Conduct reinforces the importance of protecting an individual's privacy.

Criminal behaviour
Criminal behaviour to be reported includes:
- assault eg an unwanted physical or sexual contact
- indecent assault eg touching, fondling or grabbing in a sexual manner
- indecent dealings eg encouraging a child to perform indecent acts such as touching genitals, penis/digital penetration or oral sex
- possessing, downloading or distributing child pornography
- using electronic means to procure or expose children to indecent material
- female genital mutilation, female circumcision (which has occurred in Australia).
Duty of care
A duty imposed by the law to take care to minimise the risk of harm to another.

Emotional or psychological abuse
The sustained, repetitive and ongoing maltreatment by a parent/carer or person in authority of a child through behaviours including threatening, belittling, teasing, humiliating, bullying, neglecting, ignoring, isolating, misleading and encouragement to engage in inappropriate behaviour.

Mandatory reporting legislation
Mandatory reporting legislation requires specific people or professions to report concerns of child abuse to child protection agencies. In Western Australia, the legislation covering mandatory reporting of child sexual abuse is the Children and Community Services Act 2004.

Neglect
The intentional failure by parents/carers to provide, arrange, or allow the provision of, adequate care, effective medical, therapeutic or remedial treatment. It includes abandonment, failing to provide adequate food or shelter and/or care, nurturance or supervision to a severe and/or persistent extent.

Non-consensual sexual contact
Sexual contact based on unequal power between a victim and alleged person, involving an element of coercion that may result in fear, humiliation or intimidation. Non-consensual sexual contact is a serious breach of school discipline and includes criminal behaviour such as assault, indecent assault, indecent dealings and sexual penetration without consent.

Physical abuse
Abuse perpetrated through behaviours such as beating, shaking, administration of alcohol and illicit drugs, attempted suffocation or excessive discipline or physical punishment. It does not include accidental injury.

Sexual abuse
Any type of sexual behaviour involving a child where the child:
- is the subject of bribery, coercion, a threat, exploitation or violence OR
- has less power than another person involved in the behaviour OR
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Physical abuse
Abuse perpetrated through behaviours such as beating, shaking, administration of alcohol and illicit drugs, attempted suffocation or excessive discipline or physical punishment. It does not include accidental injury.

Sexual abuse
Any type of sexual behaviour involving a child where the child:
- is the subject of bribery, coercion, a threat, exploitation or violence OR
- has less power than another person involved in the behaviour OR
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Child protection
According to Section 28(2) of the Children and Community Services Act 2004 (WA), a child is in need of protection when he or she has suffered, or is likely to suffer, harm as a result of physical, sexual, emotional, or psychological abuse, or neglect; that is, statutory intervention is triggered as a result of the consequences of abusive or neglectful behaviours.

According to Section 28(1) of the Act:
- "harm" means any detrimental effect of a significant nature on the child's wellbeing
- "neglect" includes failure by a child's parents or legal carers to provide, arrange, or allow the provision of:
  - adequate care for the child; or
  - effective medical, therapeutic or remedial treatment for the child.

Family and domestic violence
Family and domestic violence is strongly associated with child abuse and neglect. It is more likely that a child's basic needs will not be met in a family where there is domestic violence occurs. Witnessing violence between
parents, or being involved in a violent act, can seriously affect the emotional health of children and young people. It can affect self-image, response to other people, and the ability to form healthy relationships.

**Indicators of child abuse**

For information on recognising indicators when a child is at risk of abuse, refer to the WA Department of Child Protection website at http://www.dcp.wa.gov.au/ChildProtection/Documents/HowDoIRecogniseWhenAChildIsAtRiskOfAbuseOrNeglect.pdf

**Concerns about child abuse or neglect**


**The Institute’s commitment to child protection**

1. The Institute will develop and maintain this Child Protection Policy to ensure that Kimberley Training Institute is a safe place for children.

2. The Institute will adhere to the general principles of WA Child Protection legislation, although under the legislation most TAFE staff members are not mandatory reporters.

3. The Institute recognises its obligations in relation to duty of care for minors and so Institute staff will be required by this policy to report child sexual abuse in a similar way to mandatory reporters.

4. The Institute will ensure that those staff who are in contact with children during their work role have a current Western Australia Working with Children Check.

5. The Institute will ensure that child protection is included in staff induction for all staff.

6. The Institute will ensure that Portfolio Managers and those staff most likely to come into contact with children on a daily basis have participated in child protection professional development.

7. The Institute will maintain a suite of child protection resources on its intranet so that these can be accessed by staff as required.

8. The Institute will regularly remind staff of their obligations to report concerns about child safety.

9. The Institute will collaborate with other agencies for the care and protection of children, and will do this in a manner that respects the functions and expertise of other service providers.

**Supporting children and young people**

If a child or young person discloses information to you which you believe relates to an abusive incident or situation:

1. Inform the child or young person of their right to be protected from abuse, possible of avenues of support, and that you are required to report the issue to a third party.

2. Be prepared to listen non-judgmentally if they disclose incidents or activities which suggest they are at risk.

3. Refrain from showing shock or emotion and be careful not to put your own words in or lead the conversation. “Tell me more” is a helpful phrase. You are a listener, not an investigator.

**Reporting child abuse or neglect**

If you have concerns about the safety, welfare or wellbeing of children enrolled in Institute programs, you must follow these steps.

---

1 TAFE lecturers with WA College of Teaching (WACOT) registration or a limited authority to teach who deliver an education program on a school site or in a TAFE WA Institute are mandatory reporters and must follow the mandatory reporting processes under WA legislation (WA Department of Education Child Protection Policy).

The most recent version of this document is located on the KTI Intranet.
1. If you have reasonable grounds for believing that a child has been abused you must complete the Institute Reporting Form for Child Abuse (Attachment 1). Note that the form must be completed in hard copy and not stored on an Institute shared drive.

2. After completing the form, call the nearest WA Department of Child Protection and Family Support (DCPFS) office:
   
   West Kimberley Centralised Intake: 19 Coghlan Street, (08) 9193 8400
   East Kimberley Centralised Intake: Cnr Konkerberry Drive and Messmate Way, (08) 9168 0333
   
   Note 1
   For concerns after business hours, contact DCPFS Crisis Care on (08) 9223 1111; Free call 1800 199 008
   Note 2
   If you believe a child is in immediate danger or in a life-threatening situation contact the Western Australia Police by dialing 000.

3. Use the information on the reporting form to describe your concerns to DCPFS.

4. Provide any supporting documentation or evidence required by DCPFS.

5. Notify the Managing Director within 24 hours that you have reported the abuse and hand over the Reporting Form to the Managing Director for secure storage. Do not retain a copy of the form.

Reporting relating to children who are still at school

The Institute recognises that it has a shared responsibility with schools to protect the interests of children.

Where a Reporting Form for Child Abuse relates to a student enrolled with a school, the Managing Director will be responsible for providing a copy of the form to the relevant school principal.

The school principal will determine the appropriate course of action under the WA Department of Education Child Protection Policy.

Reporting abuse perpetrated by staff

If you become aware of abuse perpetrated by an Institute staff member you must follow the steps 1 to 5 above, and also immediately report your concerns to the Managing Director within 24 hours. The Managing Director must act upon the allegations as soon as practicable and according to the Institute’s policies and procedures, including the Staff Code of Conduct and the Staff Disciplinary policy.

It is child sexual abuse, and a criminal offence for an Institute employee to have a sexual relationship with a child less than 18 years of age. Under no circumstances can a child consent to a sexual relationship with an employee.

Institute staff, especially lecturers who are in a position of authority, should be very cautious about commencing a sexual relationship with a student over 18 years as this may constitute a breach of the Institute’s Code of Conduct.

Sexual behaviours that constitute misconduct include but are not limited to:

- watching children undress or undressing in front of a child
- making reference to a child’s sex life (remembering that the age of consent is 16 years), sexual compliments, sexualised comments about a child’s physical appearance, inappropriate use of sexualised language, sexually suggestive comments
- electronic communication of obscene pictures, posters or cartoons, messages or jokes.

Note that some of these behaviours may also constitute criminal activity and will be reported to the WA Police where required.
Confidentiality

If you are involved in reporting child abuse you must make every effort to maintain confidentiality in relation to all parties, including the child, the suspected perpetrator, and any others that could become involved in the future. Section 23 (5) protects a person from sharing relevant information with DCPFS “if the information is disclosed, in good faith” from civil or criminal liability and is not regarded as a breach of any duty of confidentiality or professional ethics.

QMS details

<table>
<thead>
<tr>
<th>Responsible committee</th>
<th>Business Management Group</th>
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<tbody>
<tr>
<td>Category</td>
<td>Student Services</td>
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<tr>
<td>Policy manager</td>
<td>Director Training and Organisational Effectiveness</td>
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<tr>
<td>Policy number</td>
<td>55-13</td>
</tr>
<tr>
<td>Date approved by Managing Director</td>
<td>2 February 2016</td>
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<tr>
<td>Date of next review</td>
<td>February 2019</td>
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<tr>
<td></td>
<td>Child Protection Reporting Form – SSF017</td>
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</tbody>
</table>
Child Protection Reporting Form

If you have concerns for the immediate safety or wellbeing of this child contact your local district office or Crisis Care Unit to report your concerns.

*(Attach any additional information not included in this form)*

<table>
<thead>
<tr>
<th>Your details</th>
<th>Child details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Email</td>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
<td>Date of Birth</td>
</tr>
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<table>
<thead>
<tr>
<th>Language spoken at home</th>
<th>Date of Birth</th>
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<tbody>
<tr>
<td>Aboriginal or Torres Strait Islander</td>
<td></td>
</tr>
<tr>
<td>Culturally And Linguistically Diverse (CALD)</td>
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<tr>
<td>Disability</td>
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<table>
<thead>
<tr>
<th>Parent or primary carer</th>
<th>Parent or primary carer</th>
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<tbody>
<tr>
<td>Name</td>
<td>Name</td>
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<tr>
<td>Address</td>
<td>Address</td>
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<tr>
<td>Aboriginal or Torres Strait Islander</td>
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<tr>
<td>CALD</td>
<td></td>
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<tr>
<td>Disability</td>
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</tbody>
</table>

What is your involvement with this child?

*The most recent version of this document is located on the KTI intranet*
How long have you known the child?

Are you aware of any other services involved with the child?

The reason for reporting

What has happened to the child that worries you? (What happened, what did you see, who told you or what did the child say, is this the first time, are there any injuries - where, what size/colour, etc?)

Have you discussed your concerns with the child? Are they aware of this referral? If yes how did they respond and if no, why?

Who do you believe is responsible for causing the harm?

What are you worried will happen to this child if no one takes action?
What do you think is going well for this child?

What do you need to see happen to be satisfied the child will be safe in the future?

Reporters name

Managing Director's name

Reporters signature

Managing Director's signature

Date

Date

Follow-up actions
(Managing Director use only)

Record the actions taken in relation to this report, including details of contact with the WA Department of Child Protection and Family Support, schools, or other agencies.
North Regional TAFE has a Disability Support Coordinator to provide information and advice, and coordinate individual study support for students. You are encouraged to talk with your lecturer or the Disability Support Coordinator about the impact that your disability or medical condition may have on your study. We work with you to meet your study needs and ensure you are not disadvantaged.

Who can get assistance?
Anyone with a physical, developmental, sensory, neurological or learning disability, medical condition, or mental illness which may impact on their study at NRT can access assistance.

Making reasonable adjustments means making changes, providing assistance or alternatives to give you the same opportunities in training as a person without a disability. Disclosure is confidential.

Your rights
The WA Disability Education Standards aim to ensure that people with disability can access and participate in education and training free from discrimination and on the same basis as other students. The standards set out the rights of students with disability and the obligations of education providers. NRT is obliged to consult with you, make reasonable adjustments and eliminate harassment and victimisation.

What assistance can be provided?
NRT can assist individuals by providing one on one orientation, parking and access to our facilities and help with the enrolment process. NRT will provide alternative formats for written materials including texts, such as electronic formats and large print. Assessment arrangements including extra time, note taker support, oral or alternative assessment can be arranged along with specialised and ergonomic equipment. Individual study support is available to those needing extra support with ongoing support and liaison with NRT staff.

Contact us
Disability Support Coordinator:
Kristie Courtenay
Phone:
(08) 9192 9185
Email:
Disability Support
@nrtafe.wa.edu.au
Disability Support Referral Procedure

Procedure purpose
Students with disability require everything that other students need, including clear information about course requirements, guidance regarding their rights and responsibilities, and advice about the learning and support options available to them.

The College receives dedicated funding from the Department or Training and Workforce Development (DTWD) for delivery of services and other measures that encourage and support students with disability to participate in and complete their training. The amount of funding is dependent on responses to the "disability status" student enrolment question.

Disability support provided by the College
The College uses funding received from DTWD to fund a Disability Support Coordinator (DSC) and provide additional support services.

The Disability Support Coordinator can provide advice about the implications of an individual's disability in the learning environment and can assist with planning to accommodate their needs by:
- meeting with prospective students early to discuss learning support needs
- ensuring students aware of information and resources that may assist them and any timelines for arranging adjustment
- liaising with other teaching and support staff to ensure there is coordination of services and shared learning and support options available to them
- providing individual support for students with identified disabilities (eg hearing impairment, cerebral palsy) to allow them to participate in mainstream classes
- providing group support provided through the College's Open Learning Centres.

Both types of support require a Disability Support Referral form so that the DSC can assess the level of support to be provided.

Process
Where lecturers or other College staff identify the need for additional support, they should follow the following steps.

Lecturer identifies a student with a disability.

\[\text{Lecturer downloads and completes } \text{Disability Support Referral Form} \text{ from Intranet. Forwards form to Disability Support Coordinator.}\]

Disability Support Coordinator discusses support requirements with Lecturer. Where appropriate meets with Lecturer and student to discuss support requirements.
Reasonable adjustments are made, eg a tutorial support worker is engaged, equipment is purchased and a study plan is developed to maintain reasonable support for student and Lecturer and to monitor progress.

Disability Support Coordinator is the contact person for student, lecturer and support worker. Weekly contact is established to maintain appropriate support and needs for student.

Student does not require any adjustments or individual tutorial support. Where appropriate, Disability Support Coordinator provides information about alternative supports available.

Disability Support Coordinator maintains contact with student and lecturer on a needs basis.

Reporting
The Disability Support Coordinator will maintain confidential records of student support and will be responsible for preparing an acquittal report for funds received from the Department of Training and Workforce Development.

QMS details

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<tr>
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<th>Organisational Services</th>
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<td>Client Services</td>
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<td>Procedure manager</td>
<td>Disability Coordinator then Client Services Manager</td>
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<tr>
<td>Procedure number</td>
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<td>Disability Referral Form CS002FRM</td>
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<td>Confidentiality Agreement Disability Support CS001FRM</td>
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<td>The Western Australian Equal Opportunity Act (1984) (EOA)</td>
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<td>Commonwealth Disability Discrimination Act 1992 (DDA)</td>
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<td>Student Fair Treatment and Equal Opportunity Policy SS-05</td>
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# DISABILITY SUPPORT REFERRAL - CONFIDENTIAL

## STUDENT DETAILS

<table>
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## ENROLMENT DETAILS

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## REFERRAL DETAILS

1. Why do you think this student may have a disability that requires support? What signs or behaviours is the student demonstrating?

   ____________________________________________________________

2. Has the student confirmed this? How?

   ____________________________________________________________

3. Was the disability identified on the AVETMISS form?  
   □ Unsure  □ Yes  □ No

4. Is the student aware of this referral to the Disability Support Coordinator?  
   □ Yes  □ No

5. Are you aware of equipment and resources that would assist this student?  
   □ Yes  □ No
   
   If so, please list.

   ____________________________________________________________

6. What support do you think would make a difference to this student?

   ____________________________________________________________

7. Are you aware of any resources or information that would assist the lecturer and other staff or students to better understand the disability?

   ____________________________________________________________

8. Are you aware if the student is connected to any support agency (eg Kimberley Personnel, Job Support Agency)?

   ____________________________________________________________
DISABILITY SUPPORT COORDINATOR ONLY

Type of disability:

☐ Hearing loss  ☐ Intellectual  ☐ Vision impairment  ☐ Mental illness

☐ Learning difficulty  ☐ Acquired brain injury  ☐ Physical disability

☐ Autism spectrum disorder  ☐ Medical condition

☐ Crisis referral: Agency

Contact or other important information

Actions taken (including support provided and referrals to other agencies):

Follow up:

Copy of student timetable supplied?  ☐ Yes  ☐ No

Sign interpreter required?  ☐ Yes  ☐ No

AVETMISS form completed and entered?  ☐ Yes  ☐ No

Release of information form completed? (if required)  ☐ Yes  ☐ No

Work plan  ☐ Yes  Date ___/____/___

Support worker/interpreter assigned

<table>
<thead>
<tr>
<th>Name</th>
<th>Days/ hours per week</th>
<th>Recruitment status</th>
<th>Notified lecturer</th>
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</table>

Disability Support Officer

Signature .................................................. Date ___/____/___

This form must be filed in a confidential location and must be available to the student if a formal request is made.
What is duty of care?

Lecturing staff have a duty to take reasonable care for the safety and welfare of all students who are minors (people aged under 18 years of age). The Lecturer’s duty is to take such measures as are reasonable to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

What does it mean for lecturers and admin staff?

At enrolment
NRT must provide information to parents/guardians/independent minors so that they can make informed decisions about the learning programs and study environment that their child is about to enter. Parent/guardian written consent is required for students’ participation in NRT programs (but not VET in Schools programs where consent is already obtained by schools).

At the time of enrolment, lecturers or administration staff can issue the Information Flyer to parents/guardians and get them to fill in and sign the Consent and Health Care Form. This form replaces the NOA used for students born between 1/7/1999 and 30/6/2001 (however, NOA might be required on some funded programs – check with your Manager). For students born between 1/7/2001 and 30/6/2002 an S24 form must be completed. If parents/guardians have difficulty reading the Information flyer, staff can explain the content to the parents. If the Consent and Health Care Form is not completed, the Youth Initiatives Coordinator will send a letter and form to parent. However it is preferable for this to be done at enrolment stage by Student Services.

A Director of Training must approve and sign off on enrolments for students under 15 to ensure that selected courses are appropriate for the student and that they are consistent with Department of Education requirements.

Student Services staff will record that the Consent form is received and add the participation district to the student records under Minor Management in ASRI.

Independent Minors
For educational purposes the Managing Director is authorised to assess the independence for educational purposes of a student under 18 years of age (a minor) who wishes to participate in a TAFEWA program. The approval of an independent status is only applicable to studies at NRT and it is based on the proviso that the student will take responsibility for:

- Enrolment
- Payment of course and any other related fees and costs
- Signing consent forms for excursions related to the course of study
- Adhering to the College’s Student Code of Conduct
- Informing the College if their personal circumstances change in relation to their independent minor status.

Rolls and Lecturer Portal
Lecturers must be aware of all the students in their classes who are under the age of 18 years. Attendance roll highlight all students under the age of 18 with an "***". If the student turns 18 during the duration of the roll, the date they turn 18 will appear on the roll.

Induction
As well as the general student induction, students under the age of 18 must also be inducted in the following:

- The process for notifying parents/guardians of any absences
- Protective behaviours including how to deal with sexual harassment, harassment and bullying
- Reporting of bullying and harassment
- Health care agreements (to be discussed with the student only)
- Rights and responsibilities, including standards of acceptable behaviour

Excursions
Lecturers who are planning an excursion and have students under the age of 18 years will need to:

- Follow the College Excursion Policy.
- Seek written consent from the parent/guardian for their child to attend the excursion.
- Collect the consent forms and file them with the excursion information (as per College policy).
If parental consent is not given, the student will not be able to attend the excursion. The Institute will not provide any alternative supervised activity.

Incidents and Accidents
In cases of serious injury or illness, immediately seek to contact the student’s parent/guardian. If medical assistance is required NRT will implement their current emergency response plan. All incidents are to be recorded using the Incident Report form.

Where student behaviour is deemed unacceptable, lecturers can contact parent/guardians to discuss the behaviour, using NRT’s Student Code of Conduct as a reference guide. Refer the matter to your Manager if there is no improvement.

Travel Arrangements
Where a training program involves travel, work placements or excursions the parent/guardian is responsible for their child’s travel arrangements to and from TAFE and between campuses.

Classes Finish Times and Supervision
If a daytime (between 8.00am – 5.30pm) class finishes prior to the scheduled time you are able to release students from class. However if a class which is scheduled to finish after 5.30 pm finishes prior to the scheduled time, the students will need to remain under your supervision until the scheduled class finish time. If a student indicates that they have their own transportation, or have arranged transportation with friends in the class, a discussion will be held between the student and the lecturer to confirm this and they will be released from class at the earlier time. Lecturers will make a note of this discussion.

Students are required to remain on campus during breaks. There is no supervision of minors outside of scheduled class times.

Reporting Absences
Legislation requires all lecturing staff to report absences of all minors in their class. All absences are to be reported to Student Services by 9am on the day of the absence.

NRT has a responsibility to report the absence of students under 18 years of age to their parents/guardians. Lecturers must:
- Mark attendance rolls for all classes, as per College policy, using Lecturer Portal
- Notify Student Services of any absences by 9am on the day of the scheduled class
- When a student is absent from an entire scheduled class, NRT must inform parents/guardians within 3 working days and indicate that their child was absent on a specific date. Contact will be by SMS, phone, letter or email by Student Services.

Academic Progress
Lecturing staff are encouraged to contact a student’s parent/guardian to discuss a student’s progress and send home a Student Progress Report at the end of the semester to parents/guardians.

Feedback and Further Information
The Duty of Care for Minors Policy, information sheets and Forms are located on the Intranet under Teaching and Learning Policies and VET in Schools. To discuss any Duty of Care information contact Kim Morris at Broome campus or Arpita Singh at Karratha campus.
Indigenous Student Well-being Assessment (S.W.A.C) Circle

- **Have you already completed a S.W.A.C?**
- **What are your goals while here at TAFE?**

### Health
- Physical
- Mental
- AOD
- Eye & Hearing

### Personal Development
- Language,
- Literacy & numeracy

### Personal Housing & Accommodation
- Money
- Legal, Transport

### Cultural
- Family
- Funerals
- Ceremonies

### Employment
- Placement
- Issue
- On the job support

### Academic (Training)
- Lecture
- Class Support
- Training

### Any Other?

---

Student Name: ______________________
Signature: ________________________

ATS Staff: ________________________
Signature: ________________________

Date: __/__/
# Indigenous Student Well-being Support Plan

(ONLY COMPLETE THIS FORM upon completion of the Student Wellbeing Assessment Circle (SWAC) with student)

<table>
<thead>
<tr>
<th>Student Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Student ID:</td>
</tr>
<tr>
<td>Campus:</td>
</tr>
<tr>
<td>Duration of Plan: (i.e. term, semester, etc.)</td>
</tr>
</tbody>
</table>

**Support Required (As identified From SWAC)**

- [ ] Academic (Training)
- [ ] Cultural
- [ ] Employment
- [ ] Personal
- [ ] Personal Development
- [ ] Health
- [ ] New Trainee / Apprentice (Refer to Trainee & Apprentice transport guidelines)
- [ ] Profile Student

**What is the student's goals while here NRT:**

**Brief description of support required:**

**Reason for support:**

**Actions to be taken to support student:**

**Final outcomes from support given to student:**

(If applicable, have the relevant departments received a copy of the SWAC and SWAC Plan)

**Received Copy** (if applicable, which departments have received a copy)

- [ ] Disability Support
- [ ] Access
- [ ] Lecture
- [ ] Client Services
- [ ] Other

**ATS Staff Signature**

Signature __________________ Date ___ /___ /___

(PLEASE TRIM THIS PLAN)
STUDENT LIFE FUNNEL
Aboriginal Training Services – Guide to Supporting Indigenous Students

Introduction
The purpose of this document is to act as a guide to prompt Aboriginal Training Services staff at different stages of a student’s training life. The document details actions to taken from the attraction and retention through to the completion of their course and future opportunities.

ATTENTION: DRUMMING UP BUSINESS

1. Engagement & Liaison
   a. Consult with External Government Organisations and other relevant agencies.
      • Recruitment / Advertising / Consultation / Partnerships
        - Kimberley Employment Services
        - Kullarri Regional CDEP Inc (KRCI)
        - Nirrumbuk Aboriginal Corporation
        - Kimberley Personnel
      • Career Development / Job Ready / Employability Skills / Workshops / Etc
        - Wunan Foundation
        - Aboriginal Workforce Development
        - Nirrumbuk Aboriginal Corporation
   b. Develop programs that are needed by community in consultation with community and existing organisations
      • Consult with Community – gage interest
        - What does the community want/need?
        - What are community members interested in?
        - What is sustainable in their communities?
        - Advise community on current or future courses/programs to be run.
        - IS the delivery of the course suitable for the participants?
      • Consult with external/internal stakeholders (Some are mentioned above)
        - Professional/personal development for staff
        - Traineeship, apprenticeship or cadetship programs
2. Develop Training Opportunities
   a. Discuss courses available and how the lecturer can accommodate the student’s needs (face to face, block, phone, LLNP, USIQ/CAVS)
      - Course delivery and flexibility
      - Personalised training experience
        - Does student require any further assistance?
        - Does the student have any learning difficulties or disability?
        - Is the structure of classes and delivery of course suitable to the student?
        What can be changed or made better? What works and what doesn’t work. Discuss further with lecturer and student.
   b. Taster Courses
      - Work Ready Skills
      - Specific skillset training
      - Consult with community, gauge interest.
   c. Short Courses
      - Specific skillset training
      - PD short course (excel, record keeping, MYOB, 4WD, etc). Courses that increase staff capacity.
   d. Yearly Course Guide
      - Distribute to external stakeholders and service providers
      - Have a copy with you at your desk so you can refer to it regularly or when need to
      - Ask organisations to display short course list and course guide on vacancy or noticeboards

3. Awareness about Aboriginal Training Services
   - ATS Manual
      - Overview of ATS
      - Support/services
      - Roles/responsibilities
      - Remote Servicing Guide
   - ATS Flyer
      - Display and distribute to contacts (internal and external)
      - Provide students with a copy of flyer

4. Traineeships & Apprenticeships
   - Secondary school engagement and promotion of NRT traineeships and apprenticeships
   - Business development – consultation with stakeholders and businesses about future traineeship and apprenticeship opportunities
   - Consultation and engagement with Kimberley Group Training (KGT) - they may know of vacancies or have opportunities
   - Cold calling to businesses – taking students around to drop resumes at businesses or approach businesses.
   - Consult with lecturers. They may be aware of opportunities in the local area.
5. VETiS
   - ATSI School Based Traineeships
   - ATSI School based training
   - Work Ready workshops/seminars
   - Consult with careers/VETiS coordinator at NRT about engaging and consulting with high schools

6. Marketing/Scholarships

7. School Engagement
   - Promote traineeships and apprenticeships
   - Promote courses
   - Engage with career advisors
   - School workshops

8. Other
   - Promote an Indigenous friendly environment
   - Provide general and correct information
   - Provide support where required
   - Promote ATS support services and initiatives
     - Student Support Plan
     - Bike Loan Scheme
     - Transport

RETENTION: KEEPING THE STUDENTS STUDYING

1. Case Management
   a. Student Log – Report, Liaise and Follow Up
      - Update daily/weekly and follow up where required.
   b. Liaise and seek support from external services or stakeholders the student is referred to
      - Assistance/Follow up (fee payments, training outcomes, etc)
      - Follow up on outcomes achieved, training progress or future opportunities for client
   c. Liaise regularly with lecturers and other staff
      - Check student training progress
      - Follow up regarding students or lecturer/staff requests involving students
      - Ensure student is in correct course
      - Ensure students have access to support such as OLC, LLN assistance, USIQ, CAVS
      - Student support plans where needed

2. Student Leadership & Support
   a. Personal
      - Work with students to adjust to the demands of training and learning
      - Offer support where needed
      - Refer students to qualified services for extra support
b. Social and Community (inc. Family)
   - Help students to understand how training fits into their life
   - Help students understand their responsibility to their training
   - Planning for success – future training or employment opportunities
   - Help students to stay in training

c. Learning
   - Liaise with lecturers and other staff
   - Provide tutoring or LLN support where needed
   - Discuss training outcomes and delivery to training – is it suitable for the student? Is it achievable? Is student having any difficulty with the training.
   - Assistant with any course material (workbooks, assessments, tasks) where you can.
   - Regular liaison and consultation with students. How are they going? Are they having any issues?
   - Assist with any LLN requirements or further support

3. Student Follow-Ups and Liaison with Agencies
   a. Centrelink
      - Entitlements
      - Concessions
      - fee support
   b. Health
      - referral to social support/health services (counselling, medical checks, visual tests, etc)
   c. RJCP, JSA’s, or other membership/service agencies

4. Future opportunities
   a. Discuss future aspirations with students and provide opportunities or support where needed.
      - Career planning
      - Personal skill development
      - Further training
      - Cadetships, traineeships and apprenticeship opportunities
      - Employability skills/Work readiness skills

5. Student Representative for AEETC
   a. Recruit an ATSI student/s to sit on AEETC committee
      - Student to provide student feedback to AEETC committee
   b. Advise students on requirements of being a student rep on AEETC
      - What skills/attributes?
      - Is student comfortable talking and engaging with people/groups?
      - Is student prepared and comfortable to engage other students to get feedback?
      - Provide student with Student Rep role description
1. Assist and support lecturer and student with completing course
   a. Liaise with lecturer or student to identify any learning issues or difficulties and provide the appropriate support to address.
      • LLN / ITAS / USIQ / CAVS
      • Further LLN or tutoring support
      • Individualised course delivery
      • Social support
      • One on one support (Lecturer/Student, ATS/Student, Lecturer/ATS, Student/External)
   b. Graduation or form of recognition
      • Advise students of the dates for graduation ceremonies at different campuses.
      • Nominate students for recognition in awards – State/Region

2. Student Leadership and Support
   a. Personal
      • Assist students with identify how they can help themselves complete course or units
   b. Discuss future opportunities with student. Help them identify or discuss employment options, opportunities and aspirations.
      • Career planning
      • Liaise with student and relevant agencies
   c. Future Career Guidance
      • Linking in with Wunan Foundation or Aboriginal Workforce Development
      • Discussing with student their future aspirations and career options. Assist students to identify and be involved with actively searching or looking at future career options.
      • Work with relevant agencies where applicable to discuss pathway plans and providing students with clear career pathways – including further training where needed.
      • Continued mentoring and support

3. Liaise with Lecturers
   a. Consult with lecturers
      • Lecturers to identify how they can assist the student to complete
      • Liaise with lecturer to identify and discuss employment options and opportunities – link in with relevant agencies.

4. Student Follow-Up and Liaison with Agencies
   a. Assist student to liaise and engage with relevant agencies
   b. Reverse Market successful student course completions to Agencies
QMS details

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<th>Category</th>
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</tbody>
</table>
| Related policies and documents | Hyperlink all related documents  
Australian Quality Training Framework (AQTF)  
Vocational Education and Training Act |

When revising or creating a new procedure it must be viewed in the context of related policies and forms.

List any existing documents that need to be amended or are now obsolete:
STUDENT WELLBEING ASSESSMENT CIRCLE (SWAC) STUDENT WELLBEING ASSESSMENT PLAN (SWAP)

Introduction
This procedure outlines the purpose of the Student Wellbeing Assessment Circle (SWAC) and the Student Wellbeing Assessment Plan (SWAP). The Student Wellbeing Assessment Circle and Plan are case management type tools that work together to first help the student identify what areas they require support in and for Aboriginal Training Services staff to then ensure the best possible/available support mechanisms are individualised and put in place for each student.

Scope
The Student Wellbeing Assessment Circle and Plan are for Indigenous students, apprentices and trainees only. A student can complete the Student Wellbeing Assessment Circle (SWAC) individually or with ATS staff assistance if required. This will ensure a less intrusive environment for the student and allow them to self-identify on the mud map (SWAC) which areas they think they need the support in.

The Student Wellbeing Assessment Plan (SWAP) is to be completed by an Aboriginal Training Service staff member once the student has completed the Student Wellbeing Assessment Circle (SWAC). The SWAP is a formalised plan outlining recommendations from the ATS staff member of the appropriate actions to take and the appropriate support mechanisms in place to support each student who requires a SWAP.

1. Indigenous Student Wellbeing Assessment Circle (SWAC) is to be completed individually by the student or with an ATS staff member if required.
2. Indigenous Student Wellbeing Support Plan (SWAP) is to be completed by the ATS staff member once the student has completed the Student Wellbeing Assessment Circle.

Procedure flowcharts
1. Student or lecturer requests support.
2. ATS Staff member to meet with student, and get the student to complete the Student Wellbeing Assessment Circle (SWAC). Ensure student has completed and signed off on SWAC.
3. ATS staff to collect SWAC and complete the Student Wellbeing Assessment Plan.
4. ATS Staff to ensure all recommendations from the SWAC are then implemented. Contact made and referral forms sent to relevant agencies.
5. Copies of referrals, email and other correspondence to be include and attached to SWAC.
6. A copy of the Student Wellbeing Assessment Circle and Plan must then be forwarded to the relevant NRT departments for their record.

Note: Because this assessment covers trainees and apprentices as well, please refer to the ‘Trainee and Apprentice Transport guidelines’ attached to this procedure to check eligibility.
Trainee and Apprentice Support Guidelines

New Commencements (first block)
All trainees and apprentices who are new commencements and are attending NRT for the first time are eligible for transport services.
The following steps describe the process for arranging transport for the first block of training:
1. EBT notify Aboriginal Training Services via email to ITASO of incoming commencement block arrivals at least one week in advance.
2. ITASO will call and confirm travel and accommodation details with incoming trainees and apprentices.
3. ITASO will then organise transport from airport/bus to accommodation and accommodation to NRT for duration of block.
4. Trainees and apprentices to notify ITASO at least 3 days before completion of block if requiring departure transport.
5. Training Support Plan developed by ITASO or EBT for those commencing students who are deemed to be at risk or in need of additional supports for future blocks.
6. ITASO or EBT to TRIM the Training Support Plan and notify each other of the TRIM link for the document.

Subsequent Blocks
Transport services for subsequent blocks will only be provided to trainees and apprentices where there is a Training Support Plan justifying the need for transport.
The following steps describe the process for arranging transport for the second block of training:
1. EBT to refer to list prior to subsequent block to see who is eligible for transport assistance.
2. ITASO notified by EBT of incoming block arrivals at least one week in advance.
3. ITASO will call and confirm travel and accommodation details with incoming trainees and apprentices.
4. ITASO will arrange transport services for duration of block for those students with a TSP.
5. ITASO to review current TSPs and update where relevant.

Where an apprentice or trainee who did not previously require transport services is now in need of transport they must contact the ITASO for completion of an TSP prior to commencement of the block.

QMS details

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<td>Australian Quality Training Framework (AQTF)</td>
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<td></td>
<td>Vocational Education and Training Act</td>
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</table>
1. PURPOSE

The Student Support Services policy establishes a framework to ensure that as far as practicable students with disabilities or other diagnosed conditions have the same opportunities as other students without disabilities to participate in education and training with equal access to facilities and services. Student Support Services actively seeks to create an inclusive environment, implementing appropriate strategies, advising staff, advocates and students on current best practice to support students.

2. SCOPE

This policy applies to South Metropolitan TAFE, its Governing Council and employees and students in relation to the provision of services, buildings, facilities, information, grievance and consultations in accordance with the relevant legislation.

Compliance with this policy is not mandatory where either of the following occurs:

- It is not unlawful for an education provider to fail to comply with a requirement of the Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider (Disability Standards for Education 2005 and Key term and definition outlined in the 2015 review of the Standards)
- South Metropolitan TAFE is required to comply with a court or tribunal order or industrial instrument in accordance with the Disability Discrimination Act 1992 that prevents compliance with this Policy.

3. POLICY GOVERNANCE

This Policy has been developed with consideration to the following, regulatory requirements, standards or South Metropolitan TAFE policy:

- Disability Discrimination Act 1992;
- Disability Services Act 1993 (WA);
- Disability Services Regulations 2004 (WA);
- Disability Standards for Education 2005 (and the review 2015);
- Equal Opportunity Act 1984 (WA);
- Government of Western Australia Department of Training and Workplace Development publication, Reasonable Adjustment: A guide to working with students with disability (2013); and
- VET Quality Framework April 2015; and
• South Metropolitan’s DAIP — Disability Access and Inclusion plan 2016-2021 (under review).

4. KEY DEFINITIONS

Disability as defined in the Disability Services Act 1993, means a disability which:

(a) is attributable to an intellectual, psychiatric, cognitive, neurological, sensory, or physical impairment or a combination of those impairments;
(b) is permanent or likely to be permanent;
(c) may or may not be of a chronic or episodic nature; and
(d) results in a:
   (i) substantially reduced capacity of the person for communication, social interaction, learning or mobility; and
   (ii) need for continuing support services.

Reasonable adjustment refers to a measure or action taken by the training provider that assists a student with a disability with respect to: admission and enrolment; undertaking a course or short course; and accessing facilities or services, that balances the interests of all parties effected on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. Disability Standards for Education 2005 (and as part of the key definitions for the 2015 review of the Standards)

5. PRINCIPLES

5.1. South Metropolitan TAFE strives to create a learning environment that maximises opportunity for each student with disabilities to participate in learning on the same basis as students without disabilities and eliminates discrimination.

5.2. Reasonable Adjustments and registration for Student Support Services:

All students requiring Student Support Services must be interviewed and registered for support by a Student Support Advisor and provide current documentation from a health professional of their diagnoses.

Student Support Services Advisors shall assist in arranging reasonable adjustments for students diagnosed with disabilities where requested and practicable to do so. The Student Support Services Advisor will also work with academic areas to assist a student with disabilities to participate on the same basis as a student without disabilities.

The Student Support Services Advisor shall also have responsibility for:
Student Support Services

- Consulting and liaising with applicable South Metropolitan TAFE employees to provide services to students with disabilities.
- Arranging appropriate resources to address the needs of a student with disabilities subject to section 2.2 of this Policy.
- Review the support need of students registered with South Metropolitan TAFE as having diagnosed disabilities.

5.3. Promotion of Student Support Services

South Metropolitan TAFE staff promote the services of Student Support Services and information is available on the website and upon requests in other accessible formats.

5.4. Disability and access inclusion plans

South Metropolitan TAFE is committed to quality vocational education and training that is accessible and equitable for all students. As part of this commitment South Metropolitan TAFE meets the legislative requirements for implementation of a Disability Access and Inclusion Plan (DAIP) and undertakes regular reviews. South Metropolitan TAFE seeks regular feedback from the community and stakeholders in reviewing the DAIP.

The DAIP outlines ongoing strategies and projects, as part of South Metropolitan TAFE's commitment to access and inclusion. These activities support the principles of a socially inclusive college community and address disadvantage. The DAIP strategies support the educational participation of people with disabilities. The DAIP is available on South Metropolitan TAFE website and in accessible format upon request.

6. DOCUMENTS SUPPORTING THIS POLICY

6.1. Policies

- Critical Incident Management Policy (under review)
- PL04 Complaints and Feedback Policy

6.2. Procedures

- CS0701 Registration of Student (Student Support Access Plan included)

6.3. Forms

- CS070101 South Metropolitan TAFE Health Professional Report
- CS070102 Registration form for Student Support Services

RTO Provider No. 52787
TAFE International WA Provider No. 52395 – CRICOS Code 00020G
V1#1.0
Policy number: P401

Uncontrolled when printed. The current version of this document is available on QMS
7. POLICY REVIEW AND COMMUNICATION

All staff will be notified of new policies and policy changes and the documents will be available on the QMS.

8. POLICY APPROVAL

Approved and Endorsed:
Terry Durant
Managing Director
Date: 10 May 2017

9. DOCUMENT HISTORY AND VERSION CONTROL

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<th>Approved by</th>
<th>Brief Description</th>
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<td>10 May 2017</td>
<td>Managing Director</td>
<td>XYZ Policy (example only)</td>
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<td>V1.01</td>
<td>Written as DD/MMM/YYYY (the date the last amendment or review was made)</td>
<td>Approver (e.g. Managing Director, General Manager)</td>
<td>Include any position title changes, amendments or additions to document and details. Give reason for amendment: For example, “General Manager Training and Education Services changed to General Manager, Education and Industry Services to reflect change in title”</td>
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RTO Provider No. 52787
TAFE International WA Provider No. 52395 – CRICOS Code 00020G
V#1.0
Policy number: CS07

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Aboriginal Student Support Services

South Metropolitan TAFE is proud of its commitment to providing support services for Aboriginal and Torres Strait Islander students.

SM TAFE’s Aboriginal Services are based at Thornlie Campus – Koora Marr and Rockingham Campus – Kadadjiny Mia; however the staff makes regular visits to all campuses.

The following types of support are available:
- Advocacy for Aboriginal Students;
- Course application and enrolment assistance including computer log-ins and Moodle;
- Liaison with lecturing staff on behalf of students;
- Referrals to internal and external support services eg. Prospective Student Advisory Services, applications for USI’s, Abstudy, Centrelink etc.
- Referrals for disability support;
- Study support;
- Pastoral care;
- Providing links to public transport timetables.

Study support

SM TAFE can offer you access to Aboriginal Support Assistants to help you with a broad range of study skills. Study support is free, voluntary and confidential. The service is tailored to meet individual needs and can build confidence, help you participate successfully in your course and navigate classroom protocols.

Community Referrals

At South Metropolitan TAFE we offer support and advice as well as referrals to a range of external government and community services to assist you while you are studying. The following are a list of Community partners and agencies staff can refer you to:

Counselling Services

Moorditj Yarning
Phone: 1300 534 277 Website: www.wa.relationships.com.au

Sharing Culture – healing from historical trauma
Website: www.sharingculture.info

Housing

Department of Housing – Aboriginal Client Services (South East Metro) – Cannington 9350 3244 and Armadale 9391 1600
(South Metro) – Fremantle 9432 5300

Community Centres

South Lake Ottey Family and Neighbourhood Centre
Phone: 9417 2372 Address: 2A South Lake Drive South Lake

Champion Centre
Phone: 9399 0820 Website: www.armadale.wa.gov.au

Wellbeing

Nyoongar Wellbeing & Sports
Phone 9272 3189 Website: www.nyongarsports.com.au

Kaartdjin Noongar: Sharing Noongar Culture
Phone: 9358 7400 Website: www.noongarculture.org.au

Aboriginal Alcohol and Drug Service (AADS)
Phone: 9221 1411 Website: www.aads.org.au

Aboriginal Driving Training Course
Phone: 9399 0820 Address: Champion Centre 76 Champion Drive Seville Grove
Email: championcentre@armadale.wa.gov.au

Aboriginal Cultural Centres

Aboriginal Services has established two Centres which are culturally safe environments where Aboriginal and Torres Strait Islander students can feel physically, spiritually and emotionally protected.

Koora Marr (Thornlie campus) and Kadadjiny Mia (Rockingham campus) are spaces that promote shared respect, knowledge, education and where free and open communication is valued.

Further information

Contact Student Services on 1800 001 001 or email AS.support@smtafe.wa.edu.au
South Regional TAFE
Student Handbook
2017
Contents

About South Regional TAFE ................................................................. 3
Important dates ................................................................................... 3
Campuses ............................................................................................ 3
What to expect at TAFE ................................................................. 4
Attendance .......................................................................................... 4
Dress Code .......................................................................................... 4
U18s Duty of Care ................................................................................ 4
Work placement .................................................................................... 5
Insurance ............................................................................................ 5
Code of Conduct .................................................................................. 5
Dress Code .......................................................................................... 5
Student Support available ............................................................... 5
Withdrawals and refunds .................................................................... 6
Aboriginal support ................................................................................. 7
International student support ......................................................... 8
Disability, medical & mental health conditions ................................ 8
Temporary parking permits ............................................................ 9
Personal emergency plan .................................................................... 9
Health support plan ............................................................................ 9
Counselling service ............................................................................ 9
Equal opportunities ............................................................................ 10
Suggestions, problems and complaints ............................................. 10
Computer use ..................................................................................... 10
Learning Resource Centre ............................................................... 10
Change of student details or enrolment ............................................. 11
Certification of academic records ................................................... 11
Assessment and Appeals .................................................................... 12
   Late Assessments ........................................................................... 12
   Re-assessment .............................................................................. 12
Awards ceremony ................................................................................ 13
TAFE to University pathway ......................................................... 13
Safety and Health .............................................................................. 14
First Aid ................................................................. 14
Injuries and losses ..................................................... 14
Emergency and evacuation procedures ....................... 15
Medical emergency procedure ................................. 15
Confidentiality ......................................................... 15
Recognition of Prior Learning ................................. 16
Credit Transfer ....................................................... 16
Children on campus ............................................... 16
Security .................................................................. 16
VET Student Loan Scheme ..................................... 16
Greening the campus .............................................. 19
Smoke-free policy .................................................. 19
About South Regional TAFE

Congratulations on choosing South Regional TAFE as your training provider. The college is committed to serving you and our communities by providing a wide range of nationally recognised courses.

We appreciate that your decision to study with us is a very important investment in your future. Our staff is committed to working with you to provide skills and knowledge required to achieve your goals and are here to assist you throughout your time with us.

We trust that you will enjoy our facilities and services and we invite you to share your experience with us through our customer feedback process.

Please take the time to familiarise yourself with the contents of this handbook.

Important dates

11/12 January  Enrolment Days (Full-time enrolments)
30 January  Start of Semester 1
10 April  Mid-Semester Break starts
24 April  Start of Term 2
23 June  End of Semester 1
28/29 June  Enrolment Days (Semester 2 Enrolments)
17 July  Start of Semester 2
22 September  Mid-Semester Break starts
9 October  Start of Term 3
8 December  End of Semester 2

Campuses

South Regional TAFE has 12 campuses located throughout the Great Southern and South West regions.

A list of the campuses and links to their individual pages with locations, contact details and facility and services information can be found at http://www.southregionaltafe.wa.edu.au/campuses
WHAT TO EXPECT AT TAFE

Adult learning environment
South Regional TAFE is a Vocational Education and Training organisation and is different from school. Our students range from mid-teens to retirees and our aim is to prepare students for the workforce. The TAFE operates as an adult learning environment and so you are expected to take responsibility for your own learning and act in a mature manner.

Attending Class
If you cannot attend classes, we expect you to notify your lecturer. This approach promotes good relations and protects your interests.
A Medical Certificate should be provided if you are unwell for a required assessment. We recommend you discuss with your lecturer about rescheduling an alternative date for the assessment.
Attendance is recorded in every class. If you are under the age of 18 and you are absent from a scheduled class, your parent/guardian will be notified. If a scheduled class finishes, you must remain under supervision by the lecturer until the class is scheduled to finish.

Dress Code
As you are studying for employment your clothing and footwear should be appropriate to the workplace. Lecturers will inform you on your specific requirements, including uniforms, personal protective clothing, footwear, securing of hair and name badges.

For Under 18s
For students under the age of 18 the South Regional TAFE has an extra duty of care which we explain in our Duty of Care Policy for Minors policy. This will be discussed with you and your parent or guardian at the time of enrolment.
Key points to remember are:
- your absence will be reported to your parent or guardian
- if you are an apprentice, your absence will be reported to your employer
- a lecturer must obtain permission from your parent or guardian for you to participate in any off campus excursions
- if sickness develops during the day you may ask to leave class early or go home in which case the South Regional TAFE will provide a quiet waiting area while we contact your parent or guardian to collect you from the campus.
• if you need to leave early you will only be allowed to do so if you have written permission.

Work placement
Some courses may require work placement. Prior to such placement you may need to meet certain industry conditions, for example obtaining a police clearance, first aid certificate, etc. In such work placements, you are expected to act professionally and meet the normal behavioural standards of the industry (dress code, work hours, medical certificate if absent from work, etc) to satisfy the competency standards of work placement.

Insurance
Students, parents and guardians should be aware that the TAFE insurance does not cover students, whether participating in classes or otherwise, for personal accidents through misadventure nor loss or damage of personal belongings, except in certain circumstances.

Code of Conduct
The purpose of the Student Code of Conduct is to ensure that all students studying at the TAFE enjoy an atmosphere of mutual understanding, respect and professionalism in a supportive adult learning environment that celebrates diversity, embraces equal opportunity and is free from discrimination and harassment.

The Code of Conduct can be found on our Forms and Policies webpage
http://www.southregionaltafe.wa.edu.au/currentstudents/forms
The South Regional TAFE By-Laws also cover student conduct and discipline and can be found on the same webpage.

STUDENT SUPPORT
We want your experience at the South Regional TAFE to be enjoyable and rewarding. We also support all our students to achieve their personal and professional goals. So if you need help with anything, we're simply a phone call or visit away even if you are studying at one of our regional campuses.

During your training you may feel like giving up on your course and just 'dropping out'. There are all sorts of reasons for feeling this way, such as:
• the course is not right for me;
• the level is too hard; the workload is too great;
• I have money problems; or
• I have personal problems which are affecting my study.
Before you decide to leave your course, please have a chat with your lecturer or Student Services staff. There may be ways to get around or reduce your problem such as:

- transferring to another course;
- reducing your workload;
- managing your time better;
- putting you in touch with expert counselling and support services.

Our staff are very experienced at dealing with these issues and suggesting alternate strategies and they would love to help.

Student Support is coordinated from our two main campuses. Their contact details are
Albany campus 9892 8746 or email jan.auld@srtafe.wa.edu.au
Bunbury campus 9780 7245 or email StudentServices@srtafe.wa.edu.au

Scholarships
Scholarships for studies are offered in January and May. The scholarships offer credit towards the cost of enrolment fees, books and other course requirements.
A list of current scholarships being offered can be found at the bottom of our Fees webpage
http://www.southregionaltafe.wa.edu.au/currentstudents/fees

Withdrawals and Refunds
If you want to withdraw from any unit of competency or the entire qualification please advise your lecturer, student services or administration.
To withdraw from any unit or the whole course you need to complete a Withdrawal Form.
This form is available in your area of study or the campus administration.
You may be eligible for a refund.
Students who withdraw are entitled to a full refund of the applicable course fee, resource fee and other fees where:

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

A full refund of fees can be made at any time during delivery if a class is cancelled because of declining student numbers, no available lecturer, and other circumstances.
Withdrawals and Refunds (continued)

Students who withdraw and lodge a Withdrawal Form before the census/withdrawal date for a unit will be eligible for a full refund of the course fee for the unit; and

- a full refund of the resource fee if the course is a Diploma or Advanced Diploma course; or
- 50% of the resource fee if the course is below Diploma level.

To be eligible, you must submit the application form within 20% of the completion of your program of study. Refer to your enrolment form which will have this census date for each unit listed. Refunds are made by Electronic Funds Transfer (EFT).

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

- serious illness resulting in extended absence from classes;
- injury or disability that prevents the student from completing their program of study; or
- other exceptional reasons at the discretion of the accountable officer.

In all cases, relevant documentary evidence (for example, medical certificate) is required. Details of all refunds should be retained for audit purposes, and the enrolment form annotated to show that a refund has been given.

Aboriginal student support

Aboriginal program coordinators and staff are available to provide support and guidance about vocational education and training to Aboriginal students.

For Albany Aboriginal Programs information or assistance phone 9892 8779 or visit [http://www.southregionaltafe.wa.edu.au/content/aboriginal-programs-albany-campus](http://www.southregionaltafe.wa.edu.au/content/aboriginal-programs-albany-campus)

For Bunbury Aboriginal Programs information or assistance phone 9780 7216 or 9780 7275 or visit [http://www.southregionaltafe.wa.edu.au/content/aboriginal-support-bunbury-campus](http://www.southregionaltafe.wa.edu.au/content/aboriginal-support-bunbury-campus)
International Student Support

Student Services team assist international students from pre-enrolment to graduation to ensure your learning experience is rewarding and enjoyable.

We are here to help you with:

- support and assistance
- course progress and attendance requirements
- visa conditions
- study area liaison
- change of personal details
- orientation information

For more information visit
www.southregionaltafe.wa.edu.au/currentstudents/internationalstudentsupport

Disability, medical and mental health conditions

If you have a disability, medical or mental health condition that may affect your studies, a range of services is available to assist you access and participate in your training.

Services include:

- Alternative formats for texts and other learning materials
- Alternative assessments and adjustments such as extra time, note-taker support or oral assessment
- Individual study support such as note-taker, tutor, in-class assistant
- Access to facilities and parking
- Specialised and ergonomic equipment including height-adjustable tables
- Adaptive technology and software
- Ongoing support

If you need assistance, contact your lecturer, Disability Officer or Student Services staff.

All enquiries are confidential.

Albany, Denmark, Esperance, Katanning, Mt Barker campuses contact our Disability Officer 9892 8741.

Bunbury, Busselton, Collie, Harvey, Manjimup, Margaret River, Narrogin campuses contact Student Services 9780 7245.

www.southregionaltafe.wa.edu.au/currentstudents/studentservices
Temporary parking permits
These permits are available for students who have a medical condition or disability, temporary or permanent that causes mobility difficulties. For more information, contact the Disability Officer or Student Services.

Personal Emergency Evacuation Plan
Students who require emergency evacuation assistance or an alternative evacuation plan should contact their lecturer to develop a Personal Emergency Evacuation Plan.

Health Support Plan
Students who have a medical or mental health condition that may require an emergency response/care should contact the Disability Officer or Student Services to develop a Health Support Plan.

Counselling service
A free support service is available to all enrolled students who are experiencing difficulties that are impacting on their study.

Bunbury Campus
Students have access to a free student support counselling service provided by Bunbury Counselling. The counsellor can also refer you to community and health support groups and organisations. The service operates between 9am to 3pm on Tuesday, Wednesday and Friday each week that classes are scheduled. You can book an appointment by calling the counsellor on 0455 108 339 or emailing counselling@srtafe.wa.edu.au

Albany Campus
A chaplain is available on Monday, Wednesday and Friday from 9am to 3pm. Appointments at surrounding regional campuses (Katanning, Denmark and Mt Barker only) may be made with the chaplain via phone consultation. Phone 9892 7596 or 0420 959 683 to make an appointment, or fill in a referral card outside Room B3 and leave the card in the box.
Equal opportunities
The college is committed to the principles of equal opportunity and seeks to eliminate all forms of discrimination by ensuring students are treated with fairness, respect and dignity. Staff are governed by the Student Equity Policy and the Staff Code of Conduct. The Equal Opportunity Act makes it unlawful to discriminate in the following areas: sex, marital status, pregnancy, breastfeeding, race, religious conviction, political conviction, impairment, family status, family responsibility, age, sexual orientation, gender history and spent convictions.

If you have a grievance related to equal opportunity or harassment of any nature contact Student Support for referral to a contact officer. Regional students should contact their campus coordinators.

Suggestions, problems and complaints
South Regional TAFE welcomes feedback and encourages suggestions and complaints. If you have a problem, complaint or suggestion that you feel we should know about, please tell any staff member or speak to a member of the Student Support team. You can lodge feedback directly:

- by submitting your comments via our website
- ask for a hardcopy form at administration areas, Student Services or your lecturer

Privacy and confidentiality is assured. We only ask for you to provide your contact details on the form to enable us to tell you how we were able to respond to your feedback.

If you would like help to make a complaint or provide feedback please contact Student Support staff.

For more information visit http://www.southregionaltafe.wa.edu.au/complaints

Computer use and student applications
For all information about how to access student applications, portals, resources and account information please visit www.southregionaltafe.wa.edu.au/student-portal

Learning Resource Centre
You can access help with research and study resources from a broad range of databases, equipment and current technologies at our Learning Resource Centres at the Albany and Bunbury campuses.
Professional library staff can help with research and support with your studies. The Albany bookshop in the Library and the Bunbury Co-op canteen both stock essential stationery and course textbooks and may order other books on request.

**Change of Student details or Enrolment**
If your contact details change, or if guardianship arrangements change, a Student Details Amendment form should be used to advise the college.

A Change of Enrolment Status Form needs to be complete if you would like to:
- enrol in additional units of competency;
- enrol in a different qualification;
- change the day or class time for any subjects; or
- transfer to another TAFE.

If you don’t advise us by completing a Change of Enrolment Form, you will be resulted with unsuccessful administrative results and will still be liable for any enrolments fees owing. All applications are assessed for refund eligibility and any refund due will be processed according to the current Department of Training and Workforce Development Fees and Charges Policy.

If you are a student receiving Abstudy, Austudy or Youth Allowance for an approved course, you must immediately inform Centrelink when you withdraw from your course or reduce the number of hours of attendance.

**Certification and Academic records**
Once you have successfully completed your course, the college will issue you with the relevant certification documentation in accordance with national standards. This may include:
- Certificate – issued to learners who have met the requirements of a VET qualification.
- Record of Results – must be issued with a certificate
- Statement of Attainment – issued to certify completion of one or more units from a VET qualification or accredited short course (partial completion of a qualification)
- Academic Record – issued as notification of results

Students are able to enquire about their academic records at any time during normal office hours. You will need to identify yourself before any information is released. If you wish another person to have access to your records you need to sign a written agreement and,
they must apply in writing, under the Freedom of information Act 1992. If you have any enquiries regarding access to your records, see staff at the front counter of your campus.

Assessment and appeals

When you start your studies, you will receive a Learning Plan from you lecturer that outlines the assessments you will need to complete, along with their due dates. These guidelines help you to demonstrate that you can complete assessments on time. You must complete all assessments successfully to achieve competence.

South Regional TAFE believes a student who seeks an appeal has the right to raise the appeal and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation.

Students can appeal against their academic result on the grounds that the decision as to whether competence has been achieved and demonstrated was either made incorrectly or not made in accordance with the assessment plan.

South Regional TAFE will manage all appeals fairly, equitably and efficiently as possible. Confidentiality will be maintained throughout the process of the appeal procedure. SRT seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive learning environment.

The college allows appeals against assessment in relation to incorrect:

- Resulting of units
- Skills recognition
- Exemptions and credit transfers.

Students are required to complete and lodge an Assessment Appeal Application form in the Customer Service Centre.

An appeal must be lodged within six months of the assessment notification. A non-refundable fee of $25 per unit is charged.

Further information is available on our website

www.southregionaltafe.wa.edu.au/currentstudents/forms
Late assessments
Extensions to assessment deadlines for medical and disability reasons, or other exceptional circumstances, can be granted. Inform your lecturer of your situation before the assessment is due and provide a medical certificate, letter from an employer, or other documentation as supporting evidence.

Re-assessment
Students who have been assessed as not competent in any unit may request re-assessment by lodging an Application for Re-marking form within four weeks of the date of assessment notification. The re-assessment fee is $25 per unit, refundable if an assessment of competence is achieved.

Awards, prizes and competitions
As a student, you have the opportunity to be rewarded for your efforts. It is not only the students with best results recognised, hard work and commitment is often rewarded. An annual Awards Ceremony is held in Term 1 to recognise the most outstanding students who have completed their studies the previous year. This event recognises students across all campuses and study areas.

TAFE to University
A Diploma or advanced diploma will not only gain you entrance into many of Australia's universities, but you may also be eligible for substantial credit towards a Bachelor degree - saving yourself time and money. You can also apply to many undergraduate university courses with a Cert IV qualification. For all the details and information about study pathways, go to [www.southregionaltafe.wa.edu.au/futurestudents/unipathways](http://www.southregionaltafe.wa.edu.au/futurestudents/unipathways)
Safety and health
We are committed to ensuring that staff, students and visitors are not exposed to anything in
the work environment which may result in injury or harm to their health. Safety and health at
work is both an individual and a shared responsibility of all and requires the co-operation and
commitment of all staff and students.

Please do not ignore any potential health and safety issues if you see something that you
think could harm you or others and you cannot eliminate the risk tell your lecturer, another
staff member or inform Student Support. There is an Occupational Health and Safety
Committee to deal with concerns relating to these matters.

Skateboards, bicycles and roller blades
For safety reasons skateboarding, cycling and rollerblading are prohibited activities within
the boundaries of the campuses.

First aid and medical conditions
In case of injury you must report the nature of your injury to your lecturer or nearest staff
member.
A number of staff hold current Senior First Aid Certificates and there are trained staff to deal
with emergencies. First aid officers offer first aid only and do not provide any medications.
If you have a medical condition and need to take prescription drugs that could affect your
safety, please notify your lecturer before commencing class. This will enable staff to provide
appropriate and timely assistance and enable us to fulfil our duty of care responsibilities.
All information provided will be treated confidentially.

Injuries and losses
If you are injured or suffer a loss (such as stolen property) while on a premises, South
Regional TAFE has no liability, and you should claim against your own insurance for
restitution. If you believe the college has been negligent or breached its duty of care towards
you, a claim in writing may be made to us.
The claim will be referred to the college's insurer for assessment. As an apprentice, personal
injury costs may be referred to your employer if on a worker's compensation claim, and if
you are on a work experience placement or excursion, the college will pay for medical
expenses after you have claimed what you can from your health insurance cover.
Emergency and evacuation procedures
In the case of fire, bomb threats, earthquakes, floods, gas leaks or chemical spills. expect one of the following types of signal:
A series of intermittent beeps followed by verbal instructions
A whooping tone – the evacuation signal – followed by verbal instructions
A continuous whooping tone – evacuate immediately – no verbal instructions.
If you have a disability or medical condition and want to develop a personal emergency evacuation plan, talk to your lecturer.

Evacuation procedure
Staff will advise their students of the assembly point and the route to be taken to this area.
There are fire wardens in each building who will assist with evacuation.
You should remain in your class groups to assist the identification of all people on campus.
You must not re-enter a building until instructed to do so by the chief fire warden.
Your lecturer will be the last to leave the room and will follow your group to the evacuation area. Go to the nearest fire exit in an orderly fashion. Do not rush.
Follow any instructions issued by fire wardens and close any doors on the way out. Be prepared to assist people with a disability, people who are injured or the elderly. When outside, go to the nominated assembly area and remain until the all-clear signal is given.
Do not leave the campus grounds or move vehicles until the all-clear is given.
After evacuation you will be formed into a group, the roll checked and medical assistance given if necessary.
You must stay with your group until notified otherwise.

Medical emergency procedure
In an emergency you should protect yourself from danger, ensure bystanders are not at risk and then look at assisting the casualty if you are suitably qualified to do so. DO NOT MOVE THE CASUALTY unless you are certain that there is no danger to them.
Notify a staff member immediately. We have first aid officers and qualified staff to deal with an emergency.

Confidentiality statement
Any information supplied to South Regional TAFE will be protected and only supplied to parties entitled to it under State or Federal legislation.
Recognition of Prior Learning

Students wishing to enroll with the South Regional TAFE have the opportunity to have any relevant past experiences recognized against training packages/accredited course requirements.

Recognition of Prior learning is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

For more information visit our website www.southregionaltafe.wa.edu.au or contact our Course information service on 08 9780 7070.

Credit Transfer

Where a learner provides suitable evidence they have successfully completed a unit or module at an RTO, the College will provide exemption for that unit or module, providing that the unit is ‘like for like’ (deemed equivalent on Training.gov.au if a superseded version).

Exemption can also be granted for studies completed at any authorized issuing organization, such as a university.

Suitable evidence includes:

- AQF certification documentation issued by another RTO or AQF authorized issuing organisation.
- Authenticated VET transcripts issued by the registrar

The College will not issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO.

For more information visit our website www.southregionaltafe.wa.edu.au or contact our Course information service on 08 9780 7070.

Children on campus

There may be times when bringing children onto campus is unavoidable. It is the responsibility of the guardian or parent to ensure the presence of children does not impact on the professional duties of staff, does not affect students’ learning and study activities in the classroom, and does not place the children or others in a position of hazard.

High-risk areas, including workshops, laboratories, kitchens, farm and horticulture facilities and storage facilities, are strictly prohibited to children.

Parents or guardians must ensure that children are supervised at all times, and that during the academic year permission is obtained from your lecturer prior to bringing a child onto campus.
Security
Provision of security measures to ensure the safety of students on most campus is in place. If you are concerned for your safety at any time please inform a staff member immediately.

On Albany, Denmark, Katanning and Mount Barker Campuses phone Facilities and Services on 9892 8711, or Southcoast Security on 0417 964 102.

On Bunbury campus from 5pm to 10pm call the Night Guard on 0418 931 308 for assistance or an escort to your vehicle.

After hours on Collie campus contact Education Security on 9264 4632 who will contact will contact the after-hours Security Firm in your area and send them to your assistance.
After hours on Harvey Campus call Night Guard Security 0418 906 909

VET Student Loan Scheme (replacing VET FEE-HELP)
VET Student Loans is a new Australian Government program that will replace the old VET FEE-HELP scheme from 1 January 2017.
VET Student Loans is designed to be affordable, sustainable and student-centred and eligible students can access a loan for quality higher level VET qualifications.
A person’s access to a VET Student Loan is approved by the Australian Government Department of Education and Training. You access the loan for your course, and the debt is then managed by the Australian Taxation Office.

You may be eligible if you:
- Are an Australian Citizen, or
- Are a Permanent Humanitarian Visa Holder who will be in Australia for the duration of their studies, or
- Have a New Zealand Special Category Visa (SCV) Subclass 444 and meet and provide proof of the below requirements:
  - First entered Australia as a dependent child aged under 18 years of age;
  - Have been ordinarily resident in Australia for the previous 10 years (that is, have been physically present in Australia for at least eight out of the past 10 years) and 18 months out of the last two years at the time of application for the loan; and
  - Are otherwise eligible for the loan.
- Have a Tax File Number
• Are enrolling into an eligible Diploma or above course
• Can provide proof of completion of Year 12; OR Completion of Cert IV or above qualification; OR displaying competence at Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy through an approved Language, Literacy and Numeracy test.
• Confirm your engagement and progression to continue to access the loan throughout your course.

Please note that Permanent Residents are NOT eligible for a VET FEE-HELP Loan.

Is there a set limit or charges?
For 2017, the FEE-HELP limit is $100,879 for most students
There is no interest charged on HELP debts. Your HELP debt is, however, indexed each year. It increases annually on 1 June to maintain its real value, adjusting in line with changes in the cost of living (as measured by the Consumer Price Index figure released each March).
Debts are not indexed until they are 11 months.
A loan fee is only charged for students that are fee-paying/fee-for-service (commercial) students. Any subsidised students do not pay a loan fee.

When are compulsory repayments started?
The threshold is adjusted each year and for the 2016–17 income year it is $54,869 or above.
Repayments made through the Australian taxation system are called ‘compulsory repayments' and continue until you have repaid your whole debt.

Enrolment Process
You will be required to provide supporting evidence with your application for a VET Student Loan. You will then be given a passkey by your approved provider and a link to the online Departments eCAF application portal where you will be required to complete your application with the Department.

Withdrawal Process
If you wish to withdraw from a unit, please notify your lecturer or appropriate administration staff of the units you wish to withdraw from. If you withdraw prior to your census day, you will not be liable for that debt.
If you withdraw after census day then you will be liable for that debt; unless you can supply proof of the ‘circumstance out of your control' which has resulted in you withdrawing after the census day has passed, and therefore have your debt remitted.
Further Information
If you require more information on VET Student Loans please visit www.studyassist.gov.au.
If you have further queries, please contact:

- Albany/Great Southern regional students: Manager Student Services on 9892 8746 or email jan.auld@srltafe.wa.edu.au
- Bunbury/South West regional students: VET FEE-HELP Coordinator on 9780 7387 or email vetfeehelp@srltafe.wa.edu.au

Greening the campus
You can assist with energy conservation by turning off your computer, printer, heater, air conditioner and lights, if you are the last student using the room.
In workshop areas and laboratories, please turn off machines and equipment after use. In employment situations you may be asked to do the same.
South Regional TAFE supports the Energy Smart Government Policy which is an opportunity to make real and ongoing energy cost savings, achieve reductions in greenhouse gas emissions and create jobs in the sustainable energy industry. The Energy Smart Government Policy has been developed as part of the State Sustainability Strategy.

Smoke free policy
All campuses are smoke-free.
Student Health Support Plan

Student Information

Name: __________________________________________

Course: ________________________________________

Student ID: ___________________ Campus/Location: _______________________

Contact Numbers: ___________________________________________________________

DOB: _______________________

Parent/guardian (if under 18 years of age): ________________________________

Emergency Contact 1:
_________________________ Relationship: _________________________________

Emergency Contact 2:
_________________________ Relationship: _________________________________

Health Condition(s) including allergies:
________________________________________________________
________________________________________________________
________________________________________________________

Medications to be taken when on campus at South Regional TAFE:
________________________________________________________
________________________________________________________
________________________________________________________

Other support required at the college:
________________________________________________________
________________________________________________________
________________________________________________________
Medical Practitioner/Doctor contact:

Name of Doctor: ____________________________

Phone: ................................................................

Address: ................................................................

HEALTH SUPPORT PLAN

Parent/Carer (1) Details:                  Parent/Carer (2) Details:

Surname: ____________________________

First name: ____________________________

Relationship to student: ______________

Address: ..............................................

..............................................

Mobile No: ____________________________

Home Phone No: _______________________

Work Phone No: ________________________

Emergency care issues:

Note: an emergency care/response plan is required if the student is identified at risk of an emergency reaction

Emergency Services contacts: (Please note if dialling from within South Regional TAFE, dial 0 before the number required)

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance</td>
<td></td>
</tr>
<tr>
<td>Local hospital</td>
<td></td>
</tr>
<tr>
<td>Other hospital</td>
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<tr>
<td>Medical Centre</td>
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<tr>
<td>Doctor</td>
<td></td>
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<tr>
<td>Specialist</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

South Regional TAFE S505 F01
Issued: 21/2/2017    PIR 5290    Printed: 22/11/2017
**HEALTH SUPPORT PLAN**

Any special medical notes relating to religion, culture or legal issues, e.g. blood transfusions

*Note: If the student is transferred to the care of medical personnel, eg paramedics, this information will, if practicable in the circumstances, be provided to those personnel. It will be a matter for professional judgement of the medical personnel whether to act on the information.*

<table>
<thead>
<tr>
<th>Please tick which of the following documents are attached as part of the individual plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ An emergency care/response plan</td>
</tr>
<tr>
<td>□ A statement of the agreed responsibilities of different people involved in the student’s support</td>
</tr>
<tr>
<td>□ A schedule for the administration of health care procedures</td>
</tr>
<tr>
<td>□ An authorisation to contact the medical practitioner or other medical emergency health professional</td>
</tr>
<tr>
<td>□ Other documents – please specify</td>
</tr>
</tbody>
</table>

**Disclosure statement:** This Health Care Plan becomes part of your student record.

Copied to:

- □ Lecturer/Training Manager
- □ Student Services
- □ OSH Consultant/Campus Manager – Facilities & Services
- □ HP Records Management (Student File)
Action Plan Consent Form

The purpose of this consent is to seek your help in developing an Action Plan if you have a medical condition. We strive to protect the wellbeing of our students, especially those with special health conditions. Completion of the Action Plan will enable college personnel to better provide for the student’s wellbeing. In addition, we will ask you to help us update the plan on an annual basis.

Because of this commitment, it is important that students (or their parent/guardian if under 18 years old) share certain confidential information about their health condition. This information will be used to plan for the care and management of the student. It will be shared with those members of the professional college staff who have direct responsibility for the student when at the college or participating in college activities. This program assists in providing a successful college experience for all students with special needs or chronic health problems.

If you (or your son/daughter if under 18 years of age) suffer from a chronic problem or a health condition that may create a need for emergency or supportive care during the college day, please sign the consent form and complete the attached Action Plan and return both forms to Student Services. A college staff member is available to assist you in completing the form or answering any questions that you may have concerning the use of the information requested.

I give permission for the Action Plan for (circle)

Severe Allergy   Asthma   Diabetes   Seizures   Medical

To be shared with lecturers and other college staff who have direct responsibility for the care and management of the student whilst at the college.

The Action Plan will be treated as confidential student health information and will be secured in a confidential Emergency Action Plan folder maintained by the lecturer in the classroom.

The Action Plan will be shredded at the end of the college year by the lecturer.

The original Action Plan will be placed in the student file maintained in the college’s administration office.

I understand this consent may be revoked at any time upon written request to Student Services. The consent will expire at the end of this current college year unless already revoked by the student and/or parent if under 18 years old.

Student Name: ____________________________________________

Student Signature: ___________________________ Date: ________________

Parent/Guardian Name: ________________________________________ Date: ________________

(Where student is under 18 years of age)

It is important that you notify Student Services during the college year of any changes in your health status, medications or treatments so that the emergency plan can be changed. Student-college communication is vital to the success of the program and the safety of our students.
## Student Induction Checklist and Sign Off

<table>
<thead>
<tr>
<th>Information on the following has been provided</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evacuation and emergency procedures, including assembly areas</td>
<td></td>
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<tr>
<td>• Personal Emergency Evacuation plans for people with disability</td>
<td></td>
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<tr>
<td>Occupational Health and Safety in general, and issues specific to the course</td>
<td></td>
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<tr>
<td>Enrolment &amp; enrolment period (see sign-off below)</td>
<td></td>
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</tr>
<tr>
<td>Format of the course, course outline and the delivery plan</td>
<td></td>
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<tr>
<td>Assessment processes including feedback for students, reassessment and appeals</td>
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<tr>
<td>Recognition of Prior Learning (RPL) and Credit Transfer (exemption)</td>
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<tr>
<td>Attendance and participation (work contract), as individuals and as part of a group</td>
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<tr>
<td>Accessing records and application for award or Record of Results</td>
<td></td>
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<tr>
<td>How to make a complaint or suggestion – how to give feedback on the course and the assessments</td>
<td></td>
<td></td>
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<tr>
<td>Student on-line systems, safety and password security</td>
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<tr>
<td>Duty of care including duty of care for minors</td>
<td></td>
<td></td>
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<tr>
<td>Student Services, career and employment advice</td>
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<tr>
<td>On-campus facilities and services including the Learning Resource Centre, the Bookshop, Café, Client Services and Student Administration Centre</td>
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<tr>
<td>Welfare, guidance and counselling services</td>
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<tr>
<td>Learning support (Language, Literacy, Numeracy and Study Skills).</td>
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<tr>
<td>Support for people with disability, medical conditions and mental health problems</td>
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<tr>
<td>Student Code of Conduct - rights and responsibilities</td>
<td></td>
<td></td>
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<tr>
<td>Information on fees, withdrawals, refunds and financial hardship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All information listed above has been provided.

Course Name: ...........................................................................................................................................................................................  

Lecturer/ Facilitator name: .......................................................... Signature: ............................................................................  

Date of Induction: ..........................................................................  

**Single student sign-off below / Class sign-off overleaf**

I have been taken through the induction process and I am aware of the college services and facilities, codes of conduct and other relevant information as contained on the college website.

I understand that if I have any queries I am to contact my lecturer.

I understand that I must be enrolled to attend classes.

Student name: ................................................................................... Signature: ...............................................................................  

Uncontrolled when printed

South Regional TAFE DA12 F01  
Issued: 17/10/2016  
Printed: 22/11/2017  
Page 1 of 2
Class Sign Off

Course Name: ....................................................................................................................................................................................... ..

I have been taken through the induction process and I am aware of the college services and facilities, codes of conduct and other relevant information as contained on the college website.

I understand that if I have any queries I am to contact my lecturer.

I understand that I must be enrolled to attend classes.

Please sign and hand this page back to your lecturer or course coordinator.

<table>
<thead>
<tr>
<th>DATE</th>
<th>STUDENT NAME</th>
<th>STUDENT SIGNATURE</th>
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</table>
Policy: Supporting Learners

Purpose
The purpose of this policy is to maximise the learner's success in training.

Scope
All enrolled students and lecturers

Policy statement
South Regional TAFE will:

- Identify individual learner's academic/learning needs prior to enrolment or commencement of delivery.
- Determine operational strategies to assist students who require additional support to increase opportunities to meet the requirements of the training product as specified in the training packages or VET accredited course; and
- Communicate clearly educational and support services available to students and staff.

Educational and Support Services may include, but are not limited to:
- Pre-enrolment materials;
- Study support and study skills programs;
- Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- Equipment resources and/or programs to increase access for learners with disability and other learners in accordance with access and equity;
- Learning resource centres;
- Mediation services or referrals to these services;
- Flexible scheduling and delivery of training and assessment;
- Counselling services or referrals to these services;
- Information and communications technology (ICT) support;
- Learning materials in alternative formats, for example, in large print;
- Learning and assessment programs contextualised for the workplace; and
- Any other services that the RTO considers necessary to support learners to achieve competency.

(Standards for Registered Training Organisations (RTOs) 2015)

Related Documents
Student Learning Needs Checklist
Disability Inclusion Action Plan
Course in Applied Vocational Study Skills (CAVSS)
Course in Underpinning Skills for Industry Qualifications (USIQ)

Version Control

<table>
<thead>
<tr>
<th>Custodian of document</th>
<th>Director Training Services</th>
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<td>Date of next review</td>
<td>25/8/2018</td>
</tr>
<tr>
<td>Version</td>
<td>3</td>
</tr>
</tbody>
</table>

Purpose
To ensure that all staff who have contact with prospective or current participants of education and training offered by South Regional TAFE maintain focus on identifying and meeting client needs and expectations, maximising the learning outcomes for all students.

Note: this procedure applies only to non-commercial or Industry Specific Tender qualifications. The Commercial Business team has a separate process for commercial clients, whereby individual student support needs are identified in the planning process.

Responsibility
All staff within the College, regardless of position or direct responsibility.

Enquiry received  
General requirements determined  
Special requirements determined  
Special requirements written onto Indication of Student Support Needs form  
Completed form checked with client for accuracy  
Request forwarded to appropriate lecturer(s) and/or Training Manager

The Data Administrator will produce a confidential report at the beginning of each semester that identifies students with disabilities/support needs. This is forwarded to the Manager Student Services who contacts all clients who indicated that they require assistance.

Enquiry received by any college staff member. Commercial clients should be referred to the Disability Liaison Officer/Student Services team.

May include input from many stakeholders eg lecturer, Training Manager, Campus Manager, student, parent/guardian, Disability Liaison Officer, Student Services, etc

For Example:
Facilities for wheelchairs, interpreter or in class assistant.

Or a detailed email sent to relevant personnel, by staff member who is dealing with the student requirement. See Indication of Student Support Needs form.

Note: Requests received via a third party, rather than direct from student, will require telephone or other contact with student to clarify details.
Manager Student Services may be able to suggest alternatives or approve funds for purchase of special equipment or services.

Requests for funds to purchase special equipment and services are made by forwarding an outline of exactly what is required to the Manager Student Services along with the completed Indication of Student Support Needs form. The Manager Student Services will then communicate with the actioning officer and Director Corporate Services as appropriate.

Documentation made on Indication of Student Support Needs form and/or email by actioning officer.

All relevant documentation maintained on HPRM/TRIM file.

Related documents / references

Process: Support for Students with Disability
Form: Learning Support Plan
Forms: Learner Profile OR Learner Profile – Student with Autism Spectrum Disorder
Policy: Training and Assessment Strategy
South Regional TAFE

Indication of Student Support Needs Form

For students who specify that they require assistance whilst undertaking training.

PART A

Date: _________________

Student/Client Name: __________________________________________________________________________

Student ID Number: __________________________

Phone Number(s): ______________________________________________________________________________

Campus: _______________________________________________________________________________________

In which qualification/course are you enrolled?

________________________________________________________________________________________________

What days/times are you at South Regional TAFE?

________________________________________________________________________________________________

(Please attach a copy of your timetable)

In which of the following areas do you require support? (Please tick)

Communication

- Hearing impairment
- Indistinct speech

Other information or comments _________________________________________________________________

Vision

- Visually impaired
- Colour-blind

Other information or comments: _________________________________________________________________

Mobility

Paralysis □
Balance □
Speed □
Obesity □
Other information or comments: ____________________________________________

Sitting/Standing
Tolerance □
Posture □
Other information or comments: ____________________________________________

Lifting/Carrying
Weight tolerance □
Other information or comments: ____________________________________________

Arm/hand Function
Paralysis □
Strength □
Grip □
Dexterity □
Other information or comments: ____________________________________________

Mental Illness
Information and comments: ____________________________________________
________________________________
________________________________
________________________________
________________________________
Learning Disorder/Difficulty

ADD/ADHD □
Asperger Syndrome □
Other □

Other information or comments: ____________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Other/Medical Condition

Information and comments: ____________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

South Regional TAFE is committed to providing you with the best possible service to meet your needs. In relation to the information you have provided above, in what way do you think we can assist you with your training/studies?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What other considerations do you think could impact on your training/studies?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Student Declaration

Consent to disclose information

I hereby give my permission to designated representatives of South Regional TAFE to release any information contained in this form to the appropriate personnel either in the event of a medical or other emergency or to facilitate the provision of the support required.

Student signature: _______________________ Date: __________

Parent/Guardian signature: _______________________ Date: __________
(If student is under the age of 18)

Received by:
Name: ________________________ Training Area: ________________________

Signed: ________________________ Date: ________________________

☐ Medical/health/educational professionals to release information in relation to my condition, relevant to my study/training and support needs

☐ Enrolment statistical data to be updated to indicate disability, impairment or long-term condition status

☐ Hearing/deafness
☐ Physical
☐ Intellectual
☐ Learning
☐ Mental Illness
☐ Acquired Brain Impairment
☐ Vision
☐ Medical Condition
☐ Other
PART B

Action to be taken:

Follow up to ensure that action has been effective:

Date follow up occurred: ________________  By: _______________________

(Disability Liaison Officer / Student Services)

Version control

<table>
<thead>
<tr>
<th>Custodian of document</th>
<th>Director Organisational Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version</td>
<td>6</td>
</tr>
<tr>
<td>Date of next review</td>
<td>18/10/2018</td>
</tr>
</tbody>
</table>
A message from our Managing Director

On 11th April 2016 Central Regional TAFE was established, creating more training opportunities for the people of the Mid West, Gascoyne, Goldfields and Wheatbelt regions.

Our diverse range of flexible training options are designed to suit your lifestyle and learning requirements; whether you’re a school-leaver, stay at home parent, mature-aged apprentice or are looking to upskill or to advance your skills in your current job, we have what you need.

Our solid links and partnerships with industry, the community and employers provide job-ready training, facilitating a smoother transition to work. A diverse range of pathways are also available, offering opportunities for you to progress to higher level training or tertiary qualifications.

There really is something for everyone and no better time to join us on this exciting journey at Central Regional TAFE.

Bill Swetman

Managing Director
We want your time at Central Regional TAFE to be fun as well as rewarding. If you find yourself in need of a little extra assistance, help is at hand. Student Services is located at each campus to offer a variety of student support.

Support services provided include:

- Course planning and study pathways
- Career advice and direction
- Job ready service
- Youth support
- Fee and debt payment options advice
- Referrals to external support agencies for counselling and/or psychological support services
- Scholarship programs
- Learning difficulties support
- Induction for new students
- Tutoring support
- Mentor support
- Case management
- Resume building
- Student accommodation which includes Pepparell Village at our Geraldton Campus and Agricola at our Kalgoorlie Campus

To contact student services at your local campus call 1800 672 700 or email info@crtafe.wa.edu.au

Central Regional TAFE has an Aboriginal Designated Placement Program. This means we have a range of courses with designated places for Aboriginal students who meet course entry requirements but have not applied through the official TAFE Admissions application process.

Aboriginal Student Support

We want to support and engage Aboriginal people in our local communities to achieve their full potential in participating equally in the social, cultural and economic life of their country. Talk to our Aboriginal Support staff about:

- Enrolment fees
- Tutoring support
- Child care information
- Cultural matters or personal issues
- Timetables and course content
- ABSTUDY and Centrelink matters
- Employment opportunities
- Study assistance
- Aboriginal Specific Scholarships

Support for Students with Disabilities

Central Regional TAFE is committed to providing the best possible opportunities for clients to access the full range of training delivery and assessment services we offer. We incorporate the principles of access and equity into the way we provide all our programs and services. This means ensuring an inclusive approach to the way we provide services and also recognising that specific strategies may be required to assist clients from particular access and equity groups for a range of support services.

Our Disability Access and Inclusion Plan (DAIP) also highlights key strategies to ensure that people with a disability have the opportunity to be actively involved in all aspects of campus life.

You can find the DAIP on our College website at http://www.centralregionaltafe.wa.edu.au/currentstudents/studentservices
Scholarships

Recognising students’ endeavours and aspirations

A range of student scholarships are available at Central Regional TAFE. These scholarships are available as a result of building strong links with business, industry and service organisations. The scholarship program has grown since its inception to include sponsors from a variety of industries such as health, community services, business and management, information technology, the environment and resources sectors.

The scholarship application process provides real world experience for students; it is a competitive process that requires students to complete an application form and, if shortlisted, attend an interview. This process replicates, in many instances, the necessary steps students will undertake in order to obtain employment.

Scholarship funds administered by Central Regional TAFE may be applied to the successful student’s fees, including for instance, a VET Student Loan, or deposited into the student’s nominated bank account where fees are paid in full or the scholarship funds are greater than their outstanding balance.

Students are able to check available scholarships as well as the eligibility criteria and download application forms from the Central Regional TAFE website.

For further information, students can telephone 1800 672 700 and ask to speak to the staff member responsible for scholarships at your local campus.

Find out more about what scholarships are available now on our College website at http://www.centralregionaltafe.wa.edu.au/future%20students/scholarships

On Campus Accommodation

Pepperell Student Accommodation Village - Geraldton

The Village is our purpose-built on-campus accommodation for students studying at Central Regional TAFE, located at the Geraldton Campus.

Our responsibility extends beyond just providing beds for students. We support the transition to independence with a dedicated Student Support team. Living amongst fellow students with different backgrounds and interests can be an exciting and important part of the education experience. Offering the best of both worlds, Pepperell Village can offer an independent lifestyle for students complemented by a secure and supportive environment.

All apartments are furnished to make moving simple. Individual bedrooms provide ample work space and the Village facilities have been designed specifically for the student lifestyle. Students have the option of receiving lunch and evening meals (Monday – Friday) from the Me-N-U Café.

For more information about our on campus accommodation contact (08) 9956 2873 or email residential@ctafe.wa.edu.au

Agricola Residential College - Kalgoorlie

Central Regional TAFE in partnership with Curtin University provide access to quality residential units in close proximity to Kalgoorlie Campus. A residential supervisor is available 24/7 to assist and support students using the facility. The Units are furnished and self-contained allowing students the option of doing their own cooking. The Residential College has a fully functional gymnasium and other recreational activities available to residents only.

Central Regional TAFE students wishing to stay in the Village, can speak to a member of the Student Services team (08) 9956 2873 or email residential@ctafe.wa.edu.au who will provide you with contact details for Agricola Residential College staff.

Student ID Cards (Kalgoorlie and Geraldton Campuses only)

When you enrol at our Kalgoorlie or Geraldton Campus a Student ID Card is included in your enrolment and is to be paid for at enrolment. It is valid for the current year only. Once you have enrolled you can visit either the Library or Reception areas to have your photo taken and collect your card. Your Student ID can be used for identification purposes, photocopying and after hours computer access (Cibatek Centre) on campus and borrowing library resources.

Students enrolling at our Northam Campus will be provided with a Library Card.

Student Services Contacts

Manager Student Services 9956 2780
Student Services Reception 9956 2894 Student.Services@ctafe.wa.edu.au
Coordinator Student Services 9956 6160
Equity and Access Coordinator - Northam 9622 6821
Equity and Access Officer - Geraldton 9956 6134
Residential Supervisor 9956 2873 residential@ctafe.wa.edu.au
Aboriginal Student Services - Geraldton 9956 2781
Aboriginal Student Services - Northam 9622 6714
Aboriginal Student Services - Carnarvon 9956 6103
In order to enrol you must pay your fees in full or enter into a fee payment arrangement. We offer a range of fee payment options to make it easy for you to pay your fees. Help is available for all of our students. Depending on your course, you may be eligible for a VET Student Loan (a loan that lets you “study now, pay later”), or an easy payment plan that spreads your course fees over the duration of your study.

If you have any questions regarding fees and charges, please contact our student support team at your preferred campus or email us at info@crtafe.wa.edu.au

How much will my course cost?

We have a wide range of courses offered at each of our campuses. Check our College website at the link below for information on your course, including fees associated with that course.

http://www.centralregionaltafe.wa.edu.au/futurestudents/feespaymentoptions

Secondary School Age Concession

For secondary school-aged persons not enrolled at school, the maximum tuition fee chargeable in 2017 is $420. To qualify for this concession you must be born between 1 July 1999 and 31 December 2002.

Withdrawals and Refunds

You must advise in writing of your intention to withdraw from a unit or course in order to be assessed for eligibility of a refund.

If you lodge a withdrawal form before the census date, set at 20% of the time between the commencement and completion dates of a unit, you will be eligible for a full refund of the tuition fee for the unit, and 50% of the resource fee, if the course is below Diploma level.

If you can provide written evidence to withdraw for reasons of personal circumstances beyond your control a pro-rata refund may be approved.

You are entitled to a full refund of fees and charges where:

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

Payment Options

Are you keen to study or undertake training but unsure about your ability to finance it? A payment plan may be the option for you.

You will need to discuss this option with a student support team member at your campus in the first instance. If approved, a deposit is required and a direct debit set up to your nominated bank account. The amount to be deducted will be determined during your discussion with student services team. If you are on a Centrelink payment, you can complete a CentrePay form to have payments deducted automatically from your Centrelink payment. This can be completed during your discussion with our student support services team member.

Application for a Fee Waiver

You can make an application on the grounds of financial hardship for fees and charges to be waived for courses below Diploma level – please see Student Support staff to discuss this option.

VET Student Loans

If you enrol in a Diploma or Advanced Diploma course you may be eligible for a VET Student Loan. Click on the campus of your choice below to find fees for VET Student Loan eligible courses.

To find out more about the VET Student Loan scheme visit http://www.centralregionaltafe.wa.edu.au/futurestudents/vetstudentloans

Unique Student Identifier

Since 1st January 2015 students undertaking nationally recognised training in Australia are required to have a Unique Student Identifier (USI). The number allows you to access details of all training you have completed since January 2015. Further information available at: www.usi.gov.au

Third Party Providers

On occasion Central Regional TAFE may engage the services of another organisation in the delivery and/or assessment of your course. When this happens we will let you know up-front and ensure that you receive the quality training delivery and/or assessment services that you expect.
YOUR RIGHTS

Consumer Rights
As a student of Central Regional TAFE you have rights as a consumer, in accordance with Western Australian laws. Further information is available at https://www.commerce.wa.gov.au/consumer-protection/consumer-rights.

Compliments and Concerns
Good Service is part of our Business. Our goal is to provide an outstanding service and sound processes to enhance your learning experience. We value your compliments, concerns and suggestions.
You can provide feedback by contacting us via email at feedback@crtafe.wa.edu.au or in writing to: Planning and Quality at Central Regional TAFE, Locked Mail Bag 103, Geraldton WA 6531.

Safety and Health
We are committed to ensuring that staff, students and visitors are not exposed to anything in the work environment which may result in injury or harm to their health. Safety and health at work is both an individual and a shared responsibility of all and requires the co-operation and commitment of all staff and students.

First Aid and Medical Conditions
In case of injury you must report the nature of your injury to your lecturer or nearest staff member. A number are trained Senior First Aiders, and there are trained staff to deal with emergencies.
Please note, First Aid Officers offer first aid only and do not provide any medications. If you have a medical condition and need to take prescription drugs that could affect your safety, please notify your lecturer before commencing class. This will enable staff to provide appropriate and timely assistance and enable us to fulfil our duty of care responsibilities. All information provided will be treated confidentially.

Emergency Evacuation Procedures
Staff will advise their students of the closest assembly point should an evacuation be required. The evacuation signal sounds a series of intermittent beeps followed by verbal instructions or a whooping tone.
During an evacuation do not leave the campus grounds or move vehicles until the all-clear is given. After evacuation you will be formed into a group, the attendance roll checked and medical assistance given if necessary. You must stay with your group until notified otherwise.
YOUR RESPONSIBILITIES

Attending Class
If you cannot attend class, we expect you to notify your lecturer. Attendance is recorded in every class. If you are under the age of 18 and you are absent from a scheduled class, your parent/guardian will be notified.

Dress Code
As you are studying for employment your clothing and footwear should be appropriate to the relevant workplace. Lecturers will inform you of specific requirements, including uniforms, personal protective clothing, footwear, securing of hair and name badges, as required.

Are you under 18?
For students under the age of eighteen (18) Central Regional TAFE has an extra Duty of Care. Key points to remember if you are under the age of 18 are:
- your absence will be reported to your parent or guardian
- a parent or guardian (over the age of 18) must sign your Enrolment Form and Health Care Information and Consent Form. If you are paying off your fees under an instalment arrangement plan, they must also sign the plan
- if you are an apprentice, your absence will be reported to your employer
- a lecturer must obtain permission from your parent or guardian for you to participate in any off-campus excursions
- if you get sick during the day, or you have to leave class (to go home) before the scheduled class finishes, Central Regional TAFE staff will contact your parent or guardian.

Code of Conduct
The purpose of the Student Code of Conduct is to ensure that all students studying at Central Regional TAFE enjoy an atmosphere of mutual understanding, respect and professionalism. The College is a supportive adult learning environment that celebrates diversity, embraces equal opportunity and is free from discrimination and harassment.

As a student it is your responsibility to know what is in the Student Code of Conduct.

The Code of Conduct can be found on our website at http://www.centralregionaltafe.wa.edu.au/currentstudents/studentservices

Personal Protective Clothing and Equipment
In the interests of health and safety, and by law, you are required to observe standard safety practices, including wearing appropriate clothing and using Personal Protective Clothing and Equipment when required. This includes wearing of appropriate protective footwear as necessary.

Access to workshops, commercial kitchens and other high risk areas will be denied if appropriate Personal Protective Clothing and Equipment is not worn.
Assessment and Appeals

ASSESSMENT PRACTICE AT CENTRAL REGIONAL TAFE

Assessments at Central Regional TAFE are designed to reflect real workplace conditions to ensure that our students are job ready upon graduation. In many qualifications assessments are actually undertaken in real workplaces.

If you are already working you may be able to be assessed at your workplace. Our assessments are regularly reviewed by lecturers, students and industry to ensure they are relevant and are being implemented appropriately via a rigorous validation process.

There is also a process in place for students to appeal an assessment result (see page 18). For more information about this process you can speak to your lecturer or visit http://www.centralregionaltafe.wa.edu.au/currentstudents/studentservices.

Assessment @CRTAFE

Assessment is a process that will require you to provide evidence that you have achieved the skills, knowledge and attitude required in the units of competency you have enrolled in.

The evidence required will typically be provided when you complete an assignment(s) for the unit(s), or if undertaking Recognition of Prior Learning (RPL) submission of evidence to meet the requirements of the unit.

For more information on Recognition of Prior Learning visit http://www.centralregionaltafe.wa.edu.au/futurestudents/rpl

Understanding Your Results

You will be provided with a number of opportunities to demonstrate competence throughout the enrolment period. If you have been assessed as competent you will be resulted with a CO (competent).

By the end of the enrolment period, if you have attempted but were not able to demonstrate competence on single or numerous assessments, you will be resulted with an R (re-enrol). If you are unable to show competence due to special circumstances (e.g. illness, bereavement, unforeseen work situations), and can provide documentary evidence to support this claim, you will be resulted with an H (Hold), while waiting for a re-assessment opportunity. Reassessments must be taken within eight weeks of the expiry date of the enrolment period.

Feedback Response Times

Should you require, a lecturer will aim to respond to you within 10 working days from the date the assessment occurred.

Reasonable Adjustment

If you are being assessed and have special needs, reasonable adjustments may be made in the assessment process. Reasonable adjustment aims to make it possible for students with an additional need to participate fully in education and training.

Resitting or Resubmitting an Assessment Task

If you have completed the assessment task within the required assessment dates but are initially assessed as not achieving competence, you may be entitled to re-sit or resubmit the assessment task. You will need to discuss options to re-sit or resubmit an assessment task with your lecturer within your current enrolment period.

http://www.centralregionaltafe.wa.edu.au/futurestudents/
Assessment and Appeals

Repeating a Unit of Competency

If you need to repeat a unit(s) of competency as a result of not achieving competency during the first enrolment period, you may have the option to repeat the unit(s) by re-enrolling and paying a fee for each unit you wish to repeat.

Complaints and Appeals Procedure

Central Regional TAFE values client feedback and recognises that opportunities to improve products and services arise from effective response to client complaints. Complaints are actioned to reconcile the interests of clients and the College whilst ensuring expectations of fairness are met.

You have a right to appeal your assessment result. If you have any concerns regarding your assessment results please approach your lecturer to discuss. Check the College website link for Complaints and Appeals or visit http://www.centralregionaltafe.wa.edu.au/currentstudents/studentservices

Students have the right to appeal a decision in relation to:
- Academic judgement (education and training delivery; curriculum; assessments; student progress; and certification issuance)
- Misconduct (academic; disciplinary consequences under bylaw 20 of the Central Regional TAFE bylaws).

Appeal based upon academic judgement

Assessment processes at Central Regional TAFE are regularly reviewed by lecturers, students and industry to ensure they are relevant and are being implemented appropriately via a rigorous validation process. All students have the right to appeal an assessment decision should they feel one or more of the following criteria were not met:
- the assessment was not fair, flexible, valid or reliable (principles of assessment)
- the evidence was not authentic, sufficient, valid or current (rules of evidence)
- you were not informed about the training, assessment and support services available to you or your rights and obligations in relation to these

- you did not receive reasonable training, assessment or support services to meet your individual needs
- you were not provided with sufficient, timely feedback to adjust your performance to demonstrate your skills and knowledge
- the assessors did not have the required training and/or assessment competencies, or
- the assessors did not have the required vocational competencies.

You should initially contact your lecturer/assessor to discuss the issue. Should it not be resolved to your satisfaction you can lodge a formal appeal.

Appeal based upon misconduct

You may lodge an appeal to a decision relating to misconduct on the following grounds:
- There was a failure to comply with procedural fairness
- There is evidence relating to an allegation of misconduct that was not reasonably ascertainable by the student at or prior to the decision, as the case may be, and that would probably have affected the decision or any penalty imposed
- The decision on/or penalty was manifestly wrong, excessive or unfair.

How to Lodge an Appeal

Please follow the instructions on our website at http://www.centralregionaltafe.wa.edu.au/currentstudents/studentservices

Referencing and Plagiarism

All students must submit their own work for assessments and it should not be solely composed from secondary sources. All secondary materials and resources must be correctly acknowledged or referenced. The Central Regional TAFE Library page on our website has the APA Referencing guide that can be downloaded at http://www.centralregionaltafe.wa.edu.au/currentstudents/librarybookshop

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a form of assessment that acknowledges your formal and informal learning gained through:
- Previous training and education.
- Past and current work experience.
- Life experience.

The RPL process will involve validation of your existing skills and knowledge. Through this process you will be able to obtain credits in a course and, in some cases, a full qualification.

The assessment can take place by using a range of evidence such as existing academic records, proof of training course/workshop attendance, written support by previous employers and by viewing procedures and processes undertaken in your workplace.

For more info about RPL speak to your lecturer or contact us on 1800 672 700 or email info@crtafe.wa.edu.au
Learning Resources

Library Services

TAFE libraries offer specialised training resources, on campus and remote access to authoritative digital information as well as appropriate study spaces for single or collaborative study. Library staff are available to support your study needs, provide study skills advice and assist with navigating our exciting online learning technologies.

Central Regional TAFE has two physical Library facilities. One is located at the Geraldton Campus and the other located at our Northam Campus. Access to online study resources plus advice and assistance from Library staff is available to all our students.

For more information visit http://www.centralregionaltafe.wa.edu.au/currentstudents/librarybookshop

The Library is available to all currently enrolled students and staff of Central Regional TAFE and membership is automatic.

We provide a range of services including:
- binding and laminating
- computer support services
- information services
- interlibrary loans
- photocopying and printing
- referencing assistance
- reciprocal borrowing, and
- student ID cards.

Please note that not all services may be available at each library.

Not a TAFE Student?

Students currently enrolled at other educational institutions may borrow resources from our library and are subject to the same rules and regulations as other members. A current student card or proof of current enrolment must be presented. Memberships are for the current academic year only.

TECHNOLOGY @TAFE

Cibatek Centre - Geraldton Campus

The Cibatek Centre is located within the Library at our Geraldton Campus and provides 24 hour computing and internet access for students.

Network Access

All students at all campuses have access to our networks whilst undertaking study.

Accessing your timetable

Login to your student email account via Office 365 and view the calendar which will already be populated with your timetable. Your scheduled classes will automatically be published to this account. Please note that this is currently only available for our students based at the Geraldton Campus.

Wireless internet access

Central Regional TAFE offers free Wireless Internet access to all staff and students, please refer to the connection guides on the College website under the Student Portal link.

Resetting your password

Check the Student Portal link on the College website. This section of our site has a link to a tool that will enable you to reset your password if required. You must enter your Student Email Address (e.g. G012345@tafe.wa.edu.au) and then follow the prompts.
Every Central Regional TAFE student has a free Office 365 account which includes access to an Outlook email account, a OneDrive folder for file storage and access to the Office 365 suite of applications which are available from any computer or mobile device.

Enter your student email address in the following format: yourstudentID@tafe.wa.edu.au

You will be issued with a default password that must be changed when you first login.

Your new password will need to include three (3) of the following character types: upper case letter, lower case letter, numbers, symbols and must be at least eight (8) characters long.

To find out more visit http://www.centralregionaltafe.wa.edu.au/currentstudents

We use Blackboard to help facilitate flexible learning. You can use this platform to access course materials and it’s also a great way for lecturers to communicate with their students.

As a student you will able to use Blackboard while studying. Please keep in mind that your access may take up to 24 hours to become active.

To find out more visit http://www.centralregionaltafe.wa.edu.au/currentstudents

Many of our courses offer flexible learning options that provide you with the opportunity to study whenever and wherever suits you. Flexible options can include online learning, workplace assessment, recognition of prior learning, correspondence type programs that can sometimes be supplemented by block or focused delivery.

We strive to offer a mix of flexible options that suits your needs. Typically flexible learning options are open for enrolment all year round, allowing you to start at any time.

Our website identifies courses that are available flexibly.

Our Northam Campus has a strong emphasis on both online and flexible study options. Check out courses available and facilitated from our Northam Campus on the Northam Campus page on our website.
Policy and Procedure for Responsibility to Learners (CF003P)

1. Objective

To describe the responsibilities of College staff to learners, prior to enrolment, during orientation and during delivery and assessment.

2. Policy

College staff will manage the learning process and provide students with every reasonable opportunity to successfully achieve competence. The College has particular responsibilities in relation to minors and staff should also refer to the TAFEWA Duty of Care for Minors Policy.

3. Procedures

3.1 Pre Enrolment

3.1.1 Providing Advice to Students

- All potential students are to be provided with advice about the training product to ensure it is appropriate to meeting the learner’s needs, taking into account the individual’s existing skills and competencies.
- Learners should be provided with the opportunity to identify any individual needs they have that may require support throughout their enrolment in a course/qualification or unit/module.
- The lecturer (or other relevant staff member) must use the Student Enrolment Discussion Guide (CF003F3) to assist in providing accurate information and identifying these individual needs. This is to be done prior to the student’s enrolment in a course/qualification or unit/module or the commencement of training and assessment, whichever comes first.

3.1.2 Documenting and Supporting Client Needs

- The individual needs of students that may require support/reasonable adjustment throughout their enrolment in a course/qualification or unit/module are to be documented on an individual Client Needs Summary (CF003F4).
- Where a special need is identified strategies to assist in supporting the student are also to be documented on this Client Needs Summary.
- Where a student is identified with an additional need in language, literacy and numeracy the lecturer should contact a language, literacy and numeracy specialist lecturer in General Education to organise the most appropriate support for the learner.
- The need should be documented on the Course in Applied Vocational Study Skills (CAVSS) or Underpinning Skills in Qualifications (USiQ) delivery agreement request form.

3.1.3 Information for Minors

- The College must provide information to enable parents and guardians of minors to make informed decisions about the nature of the Vocational Education and Training Adult learning environment. Refer to Important Information Concerning Students Under 18 Years of Age Flyer (CF003A1) being provided to parents.
- The College must seek signed consent from the parent/guardian of minors to acknowledge their understanding of the learning environment. Parent / guardian of
Central Regional TAFE

Policy and Procedure for Responsibility to Learners (CF003P)

minors will be requested to sign the Health Care Information and Parental Consent Form (CF003F2)

- Student Administration will maintain a database of parental consent forms and will be responsible for following up with parents/guardians who have not completed the consent form.
- For those minors deemed independent the information provided above must be explained and lecturers must be satisfied that the student has understood the information and obligations and is willing to sign the consent form. The student may benefit from having this discussion with a lecturer and another adult of their choosing eg, Centrelink or Department of Community development (DCD) Officer or a member of the College's Client Services staff.

3.2 Student Orientation

3.2.1 Course or Qualification

All students completing a course/qualification are to be provided with the opportunity to participate in a course/qualification orientation. Lecturers must use the Course/Qualification Orientation Checklist (CF003F1) to guide this process.

3.3 Delivery Practices

- Where the lecturer does not hold TAE40110 Certificate IV in Training and Assessment supervision arrangements must be in place (see TA009P).
- Lecturers are required to comply with the College Code of Conduct (OM017P).
- Lecturers are required to take reasonable steps to ensure students comply with the Student Code of Conduct outlined in the Student Fact Pack.
- Lecturers are required to make every reasonable effort to ensure the provision of an equitable learning environment that does not disadvantage or discriminate against individuals or groups of students.

3.3.1 Attendance

Lecturers are required to ensure attendance is recorded for each session using either the CELCAT, or other approved College document.

Minors will be identified on the CELCAT attendance rolls provided to lecturers for each roll. If a minor is recorded as being absent the following applies:

- CELCAT will inform the guardian or parent of the absentee via SMS.
- CELCAT will notify the Apprentice Officer when apprentices are absent and an email will be sent to the parent/guardian and the employer informing them.
- For VET for Schools Students (i.e. TAFElink, Pre-Apprenticeship programs and School Based Trainees) and students of mandatory schooling age (i.e. 16 years old)
  - CELCAT will notify the Coordinator of Education and Training Programs who will inform the school or the Participation Unit of the absence.

3.3.2 Off Campus Activity

Where a program involves off campus activities or unpaid industry placements the parent/guardian must give their written permission for a minor to attend. If written permission is not provided the student must not attend the off campus activity / industry placement. All off campus activities are to have an Off Campus Management Plan (TA010F1) developed.
3.4 Assessment Practices

- Lecturers must ensure that their assessments comply with the Policy and Procedure for Assessments (TA005P).
- Lecturers must ensure that for each unit/module or cluster, students are provided with an assessment plan and assessment instruments.
- Lecturers must ensure that the assessment processes for each unit/module or cluster comply with the relevant Training Package or VET accredited course and be conducted in accordance with the principles of Assessment contained in Standards for Registered Training Organisations 2015.
- Lecturers must provide timely feedback to students about their progression and assessment outcomes including strategies for improving performance if required.
- Assessment results are recorded by the assessor and entered into ASRI according to established College procedure (refer to the Lecturers Guide). Where a Hold result is entered the assessor writes a comment in the comment section and retains a record of the evidence submitted by the students refer to Entering results into ASRI.
- Lecturers must keep copies of samples of completed student assessments to use for post assessment validation. Refer to the Guidelines for Assessment Validation (TA006G1).

3.5 Student Health and Safety

- Academic areas and Client Services staff can access the student Health Care Information Database online from the intranet - Emergency Health Care Information.
- Students need to wear appropriate personal protective equipment (PPE) where required. If they are not wearing appropriate PPE Lecturers are authorised to deny students access to any class if the standards are not observed. Refer to the Student Code of Conduct (OM018P).
- Prior to using any chemicals, students must be given instructions on how to use the chemicals safely. Lecturers are required to provide and work through relevant Material Safety Data Sheets (MSDS). Students are required to be supervised at all times whilst they are using chemicals.
- Prior to using any machinery or equipment (including medical equipment such as needles) an induction to the machine or equipment must be provided. Students must be supervised by a lecturer in the workshop or on site.
- Where individual power tools and static machinery have the potential for causing serious injury the lecturer will undertake an induction assessment of the student’s ability to use the equipment prior to the use occurring. The induction and assessment will be recorded on the following document Equipment Competency Recording Document Example (CF003A2). Store this form on K:Drive P:Drive.
- An College staff member who becomes aware of bullying, harassment or sexual harassment must immediately take every reasonable action to remove any students from a situation of possible harm and must inform their Manager, Training Director or another Director of the situation.

3.6 Other Key Policies

Lecturers are required to access and comply with the following policies and procedures relating to delivery and assessment processes as part of their responsibility to learners.
Central Regional TAFE
Policy and Procedure for Responsibility to Learners (CF003P)

- CF002P Policy and procedure for quality indicators
- CF006P Policy and procedure for managing student behaviour
- TA011P Policy and procedure for students undertaking Industry placement programs
- TA004P Policy and procedure for recognition of prior learning
- OS002P Policy and procedure for reporting near misses and/or hazards

4. Definitions
Nil

5. References
TAFEWA Duty of Care of Minors
TA009P Policy and procedure for supervision of trainers
TA010P Policy and procedure for off campus activities
TA005P Policy and procedure for assessments
TA006P Policy and procedure for validation of assessments
TAE Training Package TAE10 Code of practice Assessors
Standards for Registered Training Organisations 2015

6. Documentation
CF003F1 Course/Qualification Orientation Checklist
CF003F2 Health Care Information and Parent/Guardian Consent Form
CF003F3 Student Enrolment Discussion Guide
CF003F4 Client Needs Summary
CF003F5 USIQ Delivery Agreement Form
CF003F6 USIQ Delivery Request Form
CF003F7 USIQ Delivery Request Exemplar
CF003F8 CAVSS Delivery Agreement Form
CF003A1 Important Information Concerning Students Under 18 Years of Age flyer
CF003A2 Equipment Competency Recording Document Example

7. Responsible Quality Officer
Principal Lecturer Quality Training Delivery