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# Introduction

## The Centre Vision and Purpose

### Vision

Bright futures, thriving communities.

### Purpose

We exist to unlock potential, creating positive connections and achieving rewarding opportunities with our staff, learners, clients, employers and communities.

At The Centre, we are constantly striving to make our courses and skills development programs accessible to all. Lifelong learning and gaining solid qualifications and accredited skills is a true enabler. It is one of the most important ways you can empower yourself to achieve your goals and improve the lives of both you and your family.

There are many in our community who may not have worked through a formal course since school and may need some assistance in developing skills to complete a course and get the most out of it for employment success. At The Centre, we don't judge – we support YOU as an individual to achieve YOUR own goals and aspirations – whatever they may be.

You are entering an adult learning environment. Here you will be encouraged and supported to contribute your own experiences to the learning of the group and to take responsibility for your own learning. Our skilled and qualified teachers are there to guide you and assist you on that journey.

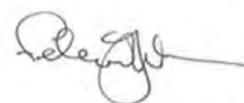
We recognize that you not only need to gain technical skills and qualifications, but you also need to gain the core work skills that all employers are seeking in today's workers, including skills to interact and work with others, and skills to get the work done and contribute positively to the workplace. The Centre is committed to ensuring that you graduate with these core work skills to help improve your post course employment outcome.

Our industry partnerships are very important to your learning experience. We consult closely with industry to ensure that our qualifications and programs meet local employment needs.

We also provide on-the-job learning opportunities that enable learners to gain direct work experience while studying. For example, our partnership with Cooina in Benalla provides our aged care students with a weekly program that includes one day in the classroom followed by a day within Cooina to put into practice what they learned within a real workplace. This enables them to develop relationships and networks with staff at the facility. They develop skills, knowledge and confidence within a real business while interacting with the residents. It also provides an opportunity to complete formal placement hours at Cooina throughout their course.

We are happy to say that five students from this partnership in 2018 intake gained employment at Cooina and other aged care facilities in the local region immediately following graduation. We are now delivering training programs that meet the needs of local employers along the Hume Freeway from Wodonga through to Wallan. We are continuing to build exciting partnerships in 2019 to directly benefit our learners and their employment outcomes.

We welcome you through our doors and look forward to the opportunity to help you discover your learning to employment pathway. Please contact us to arrange a free appointment with our friendly and caring team. It could be the start of your new success story.



Chief Executive Officer  
Felicity Williams



## Key Contacts

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Kerry Strauch	General Manager Programs & Sport North East
Sharee Castagna	Manager - Vocational Education and Training
Michael Crofts	Business Development Officer
Peter Moore	Business Development Officer
Mathew Byrn	Quality and Compliance Manager Privacy Officer

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## Contact Details

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For all enrolment and course inquiries      Phone: 03 5721 0200  
Email: [contact@thecentre.vic.edu.au](mailto:contact@thecentre.vic.edu.au)

For all Financial questions      Email: [finance@thecentre.vic.edu.au](mailto:finance@thecentre.vic.edu.au)

## 2022 Term Dates

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**Term 1:** 28<sup>th</sup> January to 8<sup>th</sup> April

**Term 3:** 11<sup>th</sup> July to 16<sup>th</sup> September

**Term 2:** 26<sup>th</sup> April to 24<sup>th</sup> June

**Term 4:** 3<sup>rd</sup> October to 20<sup>th</sup> December

Source: <https://www.education.vic.gov.au/about/department/Pages/datesterm.aspx>

## 2022 Public Holidays

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New Year's Day	Saturday 1 January, Monday 3 January
Australia Day	Wednesday 26 January
Labour Day	Monday 14 March
Good Friday	Friday 15 April
Easter Monday	Monday 18 April
ANZAC Day	Monday 25 April
Queen's Birthday	Monday 13 June
AFL Grand Final	Friday before the AFL Grand Final, Subject to AFL schedule
Melbourne Cup Day	Tuesday 1 November
Christmas Day	Sunday 25 December, Tuesday 27 December
Boxing Day	26 December

Source: <https://business.vic.gov.au/business-information/public-holidays/victorian-public-holidays-2022>



The Centre celebrates the lands and the waters that give us life, into which the stories, songs, ancestors and dreamings of First Nations People are woven. May we pay respect to Aboriginal and Torres Strait Islander people, past and present, for their generosity and custodianship of country. For they hold the memories, tradition and the culture.

# The Centre Code of Practice

The Centre is committed to the provision of quality education and training programs and services. Policies and procedures are designed to maintain high professional standards for their marketing, delivery and evaluation.

## Services

The Centre adopts policies and management practices that maintain high professional standards in the delivery of education and training services, and which safeguard the interests and welfare of learners. The Centre maintains a learning environment that is conducive to the success of all learners. The Centre ensures that the facilities, methods and materials used in the provision of training will be appropriate to the outcomes to be achieved, under its scope of registration.

## Diversity

Learners can access programs and services regardless of gender, age, race, religion, disability, prior education, or financial means. Advice, consultation and assessment is provided to ensure learners take part in suitable programs.

## Youth

The Centre will base its work with young people on the principles outlined in the Youth Affairs Council of Victoria Inc publication: *Code of Ethical Practice – A First Step for the Victorian Youth Sector*.

## Information

Learners will be provided with accurate and current information about program content and outcomes; induction (if applicable); fees and charges; procedures for enrolment, skills recognition, assessment and the issuing of credentials, and complaints and appeals.

## Records

The Centre maintains systems for recording and archiving participant enrolments, attendance, completion, assessment outcomes, recognition of prior learning, complaints and appeals, qualifications and statements of attainment issued. The Centre treats all personal records of learners confidentially.

## Safety

The Centre provides suitable venues, equipment and resources for programs and services and follows current OH&S legislation. The Centre does not require nor permit learner undertaking training to attend scheduled classes for more than eight (8) hours per day.

- A regular training day will not commence prior to 0800 hours and will cease no later than 1600 hours. The only exception to this is where The Centre has an exemption from the Victorian Registration and Qualifications Authority (VRQA) for learners attending work placements outside the above hours.
- Where evening classes are required these will commence at 1730 hours and cease at 2100 hours.
- This facility has exterior security lighting programmed to switch on at dusk and remain on until dawn.

## Legislation

The Centre complies with all relevant legislation.

# The Centre's Commitment

The Centre support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

## Staff

The Centre ensures that the responsibility for the management and coordination of training delivery, assessment (including the recognition of prior learning), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

The Centre ensures that all those involved in training and assessment have:

- demonstrated current vocational competencies at least to the level of those being delivered, as well as qualifications in a related area
- industry experience that is current and relevant to the particular course or units they are assessing
- demonstrated achievement of at least the Certificate IV in Training and Assessment, OR postgraduate vocational education and training qualifications OR equivalent.

The Centre will ensure that all those involved in the planning and conduct of assessment will have the following as required by the VRQA *Guidelines for VET Providers*:

*"3.1 3.1 In addition to the requirements specified in Guidelines 3.2 and 3.3, an RTO's training and assessment must be delivered only by persons who have:*

- a. vocational competencies at least to the level being delivered and assessed;*
- b. current industry skills directly relevant to the training and assessment being provided; and*
- c. current knowledge and skills in vocational training and learning that informs their training and assessment.*

*Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment."*

## General

The Centre:

- maintains adequate and appropriate insurance including public liability, WorkCover, professional indemnity and contents, and
- advises the VRQA in writing within ten (10) working days of any change to registration
- allows the VRQA or its agents access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the conditions of registration
- supplies the VRQA with delivery details for each course and unit in the scope of registration including learner information in accordance with AVETMISS reporting requirements
- resolves any complaints conveyed by learners fairly and equitably through the complaints policy on our website.
- retains learner results and a record of qualifications/statement of attainments issued, for a period of 30 years
- retains completed assessment items for each learner for a minimum of 12 months from

- completion
- in the event of The Centre ceasing operations, all records of learner results will be sent to the VRQA for archiving

## **Course delivery**

The Centre, prior to course commencement, provides learners with all relevant information about the course content, fees, assessment requirements, appropriate support services and learner / client code of conduct.

The Centre ensures that training and assessment occur in accordance with the requirements of the accredited course or endorsed training package.

# Learner Code of Conduct

The Centre provides an adult learning environment for learners/ clients enrolled in courses/ programs. To get the most out of your program, we ask that you agree to our code of conduct as a condition of your enrolment. The code of conduct ensures that your educational environment is free of harassment/ bullying, is safe for children to participate and ensures that together we create a place where we can all learn and feel safe. The code is based on respect. Respect is important to The Centre and its staff as we support you in your learning.

Prior to the commencement of your training, you will be provided with a copy of and requested to sign a Learner Code of Conduct. The expectations The Centre has for all learners/ clients engaged in courses and programs are:

- Respect the right for others to feel safe
- Respect the right of others to learn
- Respect your own learning
- Respect our staff
- Respect our community and our place in it
- Respect the environment and resources that we provide

In return for complying with these expectations, The Centre will provide all learners/ clients enrolled in courses:

- A safe learning/ working environment free from bullying and harassment
- Support services that meet the needs of individual learners/ clients to complete training and assessment programs.
- Training and assessment resources to support your learning
- Skilled, engaging trainers/ assessors to support you to learn
- Respect, in return for your support in meeting the expectations of this code of conduct

## Child Safe Organisation Requirements:

The Centre is a Child Safe organisation. This means The Centre has a policy and procedure in place to meet the following standards:

### Standard 1: Governance and Leadership

All levels of The Centre and its leadership are involved in the promotion of, and compliance with these standards.

### Standard 2: Clear Commitment to Child Safety

This statement can be found on The Centre's Website <https://www.thecentre.vic.edu.au/learner-info/our-policies/>.

### Standard 3: Code of Conduct

The Centre has a comprehensive Code of Conduct for its staff and volunteers. This is available on The Centre's website located at <https://www.thecentre.vic.edu.au/learner-info/our-policies/>.

### Standard 4: Human Resource Practices

The Centre has a policy and procedure in place to ensure that all staff are suitable for child related employment. All staff (including volunteers) are required to have a current Working with Children's Check, National Police Check and are screened during recruitment for their suitability to undertake child related employment.

### **Standard 5: Responding and Reporting Child Abuse**

The Centre has a policy and procedure in place in regards to the reporting and recording of allegations of abuse. The Centre is required to report suspected abuse to the Department of Health and Human Services. Where the reasonable belief a crime has taken place or a child is in immediate risk of harm, The Centre will report the matter to the Police immediately.

### **Standard 6: Risk Management and Mitigation**

Annually, The Centre undertakes a comprehensive risk assessment of all of its operation to reduce or remove risks to children at The Centre. This can be made available to parents upon request to the Information Privacy Officer PH: (03) 5721 0200

### **Standard 7: Empowering Children**

The Centre believes that children have a right to be heard and have their concerns and ideas taken seriously, particularly on matters that affect them – including how to keep them safe.

For further information relating to how The Centre complies with these standards, Please see The Centre's Child Safe Policy located on our website <https://www.thecentre.vic.edu.au/learner-info/our-policies/>.

## **Risk Assessment**

The Centre annually completes and reviews a risk assessment of all child safe related risks across its operations and sites, the Executive team are responsible for reporting this risk assessment to the Board of Governance.

The Centre conducts staff training annually relating to identified risks and mitigation strategies in relation to its compliance with the Child Safety Standards

## **Learners/ clients over the age of 18 require Working with Children Checks**

As The Centre's programs and services are open to both adults and children, The Centre has taken reasonable steps to ensure the safety of children in its care.

To meet the requirements of Standard 6 of the Child Safe Standards as a registered provider of a senior secondary qualification (VCAL), The Centre must comply with clause 3 of the Education and Training Reform Regulations 2017 and Schedule 1 of the Child Safety and Wellbeing Act 2005.

This requires all learners/ clients over the age of 18 to hold a current Volunteer Working with Children Check. We understand that this may not be possible for some learners/ clients, but The Centre's policy and Child Safe Status prevent us from enrolling learners/ clients in courses of longer duration (more than 3 days in duration) in courses unless this requirement has been met.

Alternative arrangements may be made for learners/ clients who do not meet this requirement, however under the requirements of The Access, Anti-Harassment and Bullying Policy, The Centre must exclude some learners/ clients based on this inherent requirement.

## **Previous Criminal Convictions**

It is also a requirement that all learners/ clients enrolling in courses disclose any relevant previous convictions. This information is only used to determine the suitability of learners/ clients to enter into courses. Many of our courses, for example Certificate III in Education Support, have inherent requirements to be able to undertake required industry work placement and employment.

As such, to prevent future disappointment, it is requested that all learners/ clients disclose the

existence of a previous criminal convictions with a Learner Engagement Officer (LEO). This information will be kept in the strictest confidence and will not be recorded or information held by The Centre. Information supplied is used to support finding suitable and appropriate learning options for you in the future. Learners/ clients who are also enrolled in Reconnect Programs will have information relating to previous convictions recorded in confidential case notes. Access to this information is highly restricted to preserve the privacy of clients/ learners.

The Centre does not discriminate or allow the discrimination of persons based on or in relation to previous criminal convictions. The only justification for preventing access to programs and services are outlined in the requirements of the Access, Anti- Discrimination and Bullying Policy.

Learners/ clients who do not disclose relevant previous criminal convictions may be removed and withdrawn from their course at the discretion of The Centre.

## **Bullying**

The Centre has a zero tolerance of bullying of any form.

Learners/ clients who experience bullying are to notify a member of The Centre in one of the following ways:

- In Person by speaking to a staff member such as a teacher/ Trainer or Program Leader
- In writing by formal complaint to the CEO.
- By phone to the relevant Program Leader for their course. In the case of VCAL this is the Program Leader Learner Engagement
- Parents/ guardian are encouraged to report suspected bullying by arranging a meeting or by phone with the relevant Program Leader.

All complaints/ allegations of bullying are taken seriously and investigated within the requirements of The Centre's Investigations Procedure. Information relating to The Centre's Complaints Policy can be found on our website at <https://www.thecentre.vic.edu.au/wp-content/uploads/2021/12/Complaints-and-Appeals-Policy.pdf>.

Learners/ clients who are the victim of bullying at The Centre where the perpetrator of the bullying is another learner/ client or staff member of The Centre will be provided with individual support on a case by case basis that could include:

- Individual support from a Learner Engagement Officer
- External referral to support agencies that specifically support the social and emotional impact of bullying and recovery from instances of bullying

Prior to returning (if appropriate) to the learning environment, learners/ clients that have breached this code of conduct in relation to bullying will be required to complete a program on the impact of bullying. They also may be asked to attend a different class/ group to the one in which the victim of their behaviours is attending or is enrolled.

Additional resources to support learners who are facing issues of bullying can be found on The Centre's website located at <https://www.thecentre.vic.edu.au/wp-content/uploads/2021/12/Equal-Opportunity-anti-discrimination-and-bullying.pdf>.

## **Threats of Violence:**

All threats of violence towards staff or learners/ clients of The Centre will be reported to the Police. Learners/ clients are encouraged to seek support and advice in relation to threats of violence from the Police in instances of bullying and harassment.

## **Process for handling breaches of the Code of Conduct**

All breaches of the code of conduct are investigated as per the requirements of the Investigations procedure. This provides for procedural fairness and natural justice principals in relation to decision and consequences.

The Centre has a number of consequence options when handling breaches of the Learner Code of Conduct. Depending on the seriousness of the breach The Centre may choose to:

- Speak to the learner regarding the breach and issue a verbal warning in regards to the breach
- Formally (in writing) request the learner/ client to cease the behaviour or pose restrictions on the learner's access to the program including suspension/ exclusion of a learner/ client dependent on the seriousness of the breach. The CEO has sole discretion on determining an appropriate period of time in relation to exclusion/ suspensions.
- Withdraw the learner where other attempts to modify behaviour to prevent breaches of this code have been unsuccessful.

Bullying is specifically covered above, however the consequences options above still apply following the additional requirements outlined in the bullying section. Instances of Bullying are considered as being serious breaches of the Code of Conduct and are unacceptable behaviour. All instances are investigated and reported to the CEO. The CEO has, at their sole discretion, the power to impose consequences on learners/ clients who are found to have been in breach of the anti-bullying requirements of the Code of Conduct.

## **Equal opportunity / anti-discrimination and bullying policy**

In accordance with Equal Opportunity legislation, The Centre, treats every learner fairly and without discrimination in the training environment. Refer to Client Info – Welcome to The Centre located on our website or request a hard copy from Reception.

The Centre will provide training that:

- Is equitable for all people through the fair allocation of resources and involvement in vocational education and training
- Provides equal opportunity for all people
- Provides access for all to appropriate, quality vocational education and training programs and services
- Provides support services which enhance achievement of positive outcomes

# Training & Assessment

All Nationally Recognised Training conducted by The Centre is undertaken according to the relevant Training Package. Training and assessment strategies have been designed to provide learners with the skills and knowledge required that meet the needs of industry.

## VET Quality Framework

We ensure that all activities undertaken abide with the requirements of the VET Quality Framework including:

- Standards and Conditions for VRQA Registered Training Organisations
- The Australian Qualifications Training Framework (AQTF)
- Fit and proper person requirements
- Skills First Quality Charter
- Financial viability risk assessment requirements
- Data provision requirements

## Training environment

The Centre will comply with all laws relevant to the operation of the training premises including:

- occupational health and safety
- fire safety regulations
- ensuring that the training premises are of adequate size and have adequate heating, cooling, lighting and ventilation

The Centre ensures that training facilities, equipment and other resource materials are adequate for the courses being delivered and are maintained in good order and repair.

## Qualifications and statements of attainment

The Centre only issues qualifications and/or statements of attainment within the scope of registration, to learners who satisfactorily complete all requirements. Qualifications and statements of attainment include:

- RTO name and number
- Learners' full name
- Course code and name
- CEO signature
- AQF logo or statement
- NRT logo
- Certificate number
- Date of issue

The Centre accepts and recognises the qualifications and statements of attainment awarded by all other registered training organisations.

## Quality assurance and improvement

The Centre is dedicated to providing a high standard of service, complying with relevant legislation, and finding new ways to improve the level and quality of service offered to learners. To achieve this The Centre has a documented Quality Training and Assessment policy for managing and monitoring all training operations and reviewing learner satisfaction.

## Marketing

Marketing activities undertaken by The Centre must clearly state training and assessment services leading to AQF qualifications and/or statements of attainment. Nationally recognised training must be independent of any other training services offered.

All marketing conducted by The Centre will be undertaken with integrity and accuracy to provide learners with sufficient information to make an informed decision.

The Centre must comply with the requirements of consumer law in regards to all of its marketing.

## Recruitment and selection

The Centre provides accurate, relevant and up-to-date information to learners prior to commencement. This includes, but is not limited to:

- scope of registration
- certification to be issued to the learner on completion, or partial completion of the course
- competencies to be achieved during training
- assessment procedures
- arrangements for the recognition of prior learning, including credit transfer
- appeal procedure
- facilities and equipment
- learner support services
- application process and selection criteria
- Pre-training review and Language Literacy and Numeracy Assessments
- fees and costs involved in undertaking training
- fee refund policy
- learner / client code of conduct

Recruitment of learners is conducted, at all times in an ethical and responsible manner. The Centre ensures that learner application and selection processes are explicit and defensible and comply with access and equity principles.

## Recognition

### National Recognition

- All applicants are informed in either print or electronic form of the opportunity and process required to apply for National Recognition
- National Recognition will only apply to units of competency in the current training package(s) on The Centre's scope.
- Any learner applying for National Recognition for any unit of competency in the current training package(s) on The Centre's scope from units not in the current training package on The Centre's scope should be considered for Recognition of Prior Learning (RPL).
- All National Recognition requests must be submitted on a Credit Transfer/National Recognition Application Form and be accompanied by a certified copy transcript.

### Credit Transfer

- All applicants are informed in either print or electronic form of the opportunity and process required to apply for Credit Transfer
- Credit Transfer will only apply to the units of competency in the current training package(s) on The Centre's scope.
- Any learner applying for a Credit Transfer for any unit of competency in the current training package(s) on The Centre's scope from units not in the current training package on The

- Centre's scope should be considered for Recognition of Prior Learning (RPL).
- All Credit Transfer requests must be submitted on a Credit Transfer/National Recognition Application Form and be accompanied by a certified copy transcript.
  - Learners are required to pay a fee which will be based on the gap assessment required to upgrade to the current unit. Learners will be notified of any fees prior to commencement.

### **Recognition of Prior Learning (RPL)**

- Learners must give notice that they are seeking RPL at the time of enrolment. Learners will be provided with an RPL Application Kit upon this notice.
- An RPL application form must be completed by the learner and lodged with Administration prior to course commencement.
- Processing of applications must be completed prior to course commencement.
- An application for RPL must be accompanied by supporting documents.
- Processing of RPL applications will vary according to the unit and nature of the evidence provided. Processing may involve assessment by interview, examination of documentary evidence, written examination and/or demonstration.
- Documents submitted will be checked for authenticity and currency, and verification sought from sources such as previous employers where appropriate.
- Learners will be given written notice of the decision to grant or not grant RPL. This notice must be signed by the learner and assessor, and placed on the learners file.

As RPL is a form of assessment, the policies and procedures applying to re-assessment and appeals apply.

Learners have the right of appeal if they are dissatisfied with the assessment outcome for RPL. This appeal process must follow the procedure that is in place for all assessment matters.

# Learner Entitlements & Responsibilities

The Centre has responsibilities to you as a learner to provide a quality of service that will assist you as much as possible in attaining your qualification and the skills and knowledge to gain employment and/or further education. We comply with all policies and procedures.

## Learner records

All records that The Centre holds in relation to learners or clients are available by request to The Centre's privacy officer. This is provided free of charges.

These records include copies of assessments you have completed, applications for RPL and RPL assessments, and copies of statements of attainment and qualifications. If the copies requested are duplicate copies to replace those already provided to learners, a \$20 fee will be incurred. Please email [reception@thecentre.vic.edu.au](mailto:reception@thecentre.vic.edu.au) or speak to us at reception to request any information. Learners need to provide Proof of ID (licence, passport) with their written request.

## Learner responsibilities

As a learner you are required to:

1. Ensure that all the information provided to The Centre is accurate.
2. Notify The Centre of any contact detail changes (email, phone, address etc. in writing) as soon as possible. Our contact with you is vital; keeping The Centre up-to-date with your contact details is important so we can provide our quality service to you.
3. Advise The Centre of any difficulties or problems you may experience while studying at The Centre by speaking to The Centre staff members in person.
4. Achieve satisfactory progress with your studies through participation of a minimum of 80% attendance.
5. Not commit any plagiarism or cheating.
6. Complete your course of study in the allocated time frame.
7. There may be a fee associated with extending course end dates beyond the posted completion date.
8. Be aware that costs may be incurred for extension of study that has not been completed in the agreed allocated time frame.
9. Conduct yourself in an appropriate manner as per The Centre's Client Code of Conduct which can be found on our website or available upon request from reception.
10. Abide by The Centre policies and procedures pertaining to a learner which can be found on our website or available upon request from reception.

## Attendance

In competency-based qualifications and programs, attendance is a vital aspect of competency development. Punctual attendance at scheduled classes is essential for learners to complete courses satisfactorily. Full attendance is expected. Less attendance than this jeopardizes your ability to receive adequate training to achieve competency, is often disruptive for the class, creates additional work for trainers, and affects The Centre's obligation to deliver training effectively.

The Centre requires a minimum of 80% attendance and learners are required to verify their attendance by signing the attendance sheet.

It is the responsibility of the Trainer/Assessor to notify the Program Leader if a learner has not been attending for more than 2 sessions/ days. If the learner has become un-contactable the Program Leader will then generate a Withdrawal Letter and email to be sent to the learner requesting a seven (7) day response time. If The Centre does not receive a response from learner within 7 days, the learner will be withdrawn.

### **Exceptional Circumstances**

In the event of illness or other life events, learners are responsible for contacting The Centre to notify (in writing) of their absence. Medical certificates may be required.



## Learner Safety

All portable fire extinguishers are serviced at six monthly intervals by Chubb Fire Equipment Maintenance.

## Child Safe

- The Centre is a child safe organisation that is committed to the protection of children and has a zero tolerance to child abuse and a child's best interests. This policy outlines The Centre's commitment to a zero tolerance to child abuse as a provider of senior secondary qualification. The Centre promotes
- Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (CFYA) for the protection of children from harm due to physical injury, sexual abuse or neglect.
- The Centre requires all other staff who form a reasonable belief that a child is in need of protection from physical injury, sexual abuse or neglect, to also make a report as soon as possible. Where a staff member is defined as a "Mandatory Reporter" under the CFYA, that staff member must follow reporting requirements to the Department of Health and Human Services (DHHS) as outlined in the act when that staff member has formed the opinion that a child is in need of protection.

## Children's Right to Safety and Participation

The Centre's leaders, staff, learners/ clients and their families encourage children to express their views. We listen to the suggestions of children especially on matters that directly affect them. We actively encourage all learners/ clients to openly express their views and feel comfortable about giving voice to matters that are important to them.

The Centre's staff actively promote strategies for children to implement to feel safe at The Centre and in the wider community, we listen and act on any concerns that learners/ clients, parents or carers may have and we value and celebrate diversity, especially cultural diversity, and we do not tolerate discriminatory practices.

We promote:

- the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander learners/ clients and their families
- the cultural safety, participation and empowerment from culturally and/or linguistically diverse backgrounds and their families
- the personal safety, participation and empowerment of students with a disability and make them feel welcome and part of all aspects of The Centre
- students right to express gender identity

## Visitors

All visitors are required to report to reception and provide a copy of their Working with Children Check where they will be issued with an official visitor lanyard. If visitors do not hold a current working with children check they must be accompanied by a member of staff at all times.

Staff are provided training on identification and challenging members of the public that enter The Centre and do not follow the appropriate visitor reporting process

## Culture

The Centre will implement and maintain a transparent culture of Child Safety across all of its operations. This culture will be visible at all locations and on all marketing, promotional and relevant website related materials.

The Centre "A Child Safe Organisation" will be placed on all policy, procedure, relevant documents, learner handbook and The Centre's website. The Board of Governance will receive a monthly report on Child Safe Compliance/ issues and reports

### **Recruitment of Staff**

The Centre will apply thorough and rigorous standards in the recruitment and screening of staff as per the requirements of The Centre's Human Resources Policy and Child Safe Standard 4, interviews and referee checks are completed on all staff prior to an employment offer being made.

All staff require a national police check and a current Victorian Working With Children Check.

The Centre's commitment to Child Safety and screening requirements are included in all advertisements for staff and volunteer positions, The Centre will conduct routine checks on potential employees including searches of publicly available information

### **Supporting Staff**

The Centre provides support and supervision to all staff so people feel valued, respected and affirmed in their right to work and be fairly treated, The Centre has a Code of Conduct that provides clear direction to staff in the application of this policy.

All staff receive training on the requirements of the staff Code of Conduct, Child Safe Standards and how these relate to this policy.

### **Failure to Protect Offence**

A new criminal offence for failing to protect a child under the age of 16 from a risk of sexual abuse commenced on 1 July 2015.

The offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of The Centre will become a victim of a sexual offence committed by an adult associated with The Centre. A person in a position of authority at The Centre would commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so, this offence is reportable to the Commission for Children and Young People and should be immediately reported to Victoria Police

It is the responsibility of The CEO and the Board of Governance to ensure The Centre is an environment free from the risk of abuse. To do this, The Centre annually undertakes:

- Training for all staff on Child Safe Requirements
- Review of the Staff Code of Conduct
- Conducts/ reviews the risk assessment relating to Child Safety across all of its operations
- Appoints a Child Safe Officer to provide support and advice to staff, parents/ guardians and children in the event of allegations of suspected abuse
- Reviews Investigations process and procedures that are used to investigate allegations of abuse.

### **Failure to Disclose**

The Centre is committed to the creation of a safe, just and respectful environment that supports wellness for all members of its community. The Centre has moral obligation and shared responsibility to protect children as they are vulnerable members of the community.

The Centre believes that, while protecting children and young people against sexual abuse is a community wide responsibility, it has a particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children.

There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

### **Online child safety**

Staff have a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including harm that may be encountered within the online learning environment. Staff must understand their Duty of Care responsibilities to support learners/ clients as per The Centre's IT Fair Use policy, Learner/ Client Code of Conduct, Social Media Policy and Bullying policies and procedures. While advances in technology have created opportunities to engage students in the classroom in new and exciting ways they also present an opportunity to be both intentionally and unintentionally misused.

## Unique Student Identifier (USI)

From 1 January 2015 if you are undertaking nationally recognised training delivered by a registered training organisation you will need to have a Unique Student Identifier (USI).

This includes studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: **3AW88YH9U5**.

Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards.

One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life.

You can access your USI account online from your computer, tablet or smart phone anytime. It is free and easy for you to create your own USI online.

Visit the USI website: [www.usi.gov.au](http://www.usi.gov.au)

# Your path through The Centre training programmes

## Learning Activities

A learning activity may require you to do something such as completing an exercise or finding out how something is done in the workplace. These activities are a key part of your learning. They help to test your understanding and provide the practice you need along the way to be able to complete assessments successfully.

## Assessments

An assessment is part of the evidence of competency that will be collected over time as you complete the unit. This evidence, when satisfactorily completed, will demonstrate your proficiency in the unit. All assessments need to be completed successfully for you to be deemed competent in the unit as a whole.

Learners are required to sign a declaration that all work submitted for assessment is their own and has not been copied from another person's work, that references have been listed where information has been gathered from different sources.

## Preparing Written Reports

All work submitted for assessment must be the learner's own work and presented in your own words. All sources of information must be referenced appropriately, as covered in your training session. Remember that internet sites must also be appropriately cited with correct referencing of all sources of information included.

When group work assignments are assessed, the individual learner must be able to demonstrate ownership, comprehension and practical application of the competency and the specified performance criteria. This may be done orally, in written form, portfolio of performance and activities, or through practical application stated by the Trainer.

## Grading System used

Competent (C) or Not Yet Competent (NYC)

## Assessment Submission Requirements

### Unit Assessment information and requirements

At the commencement of delivery you will be provided with:

- Unit of Competency (Unit Outline)
- Assessment and Cover Sheet for each Assessment (candidate instructions)
- Completed assessment work

The Assessment and Cover Sheet is provided for you to sign to indicate you have commenced training in that unit. It also includes Assessment instructions and information on submission requirements.

Once the trainer has gone through this with you, you are to sign the Assessment Commencement section to acknowledge you have read and understood all the information. This document is held by the trainer/assessor until you have submitted all required work for the unit.

### Individual Assessment Submission

- Assessments must be submitted on or before due dates with a completed Assessment Cover Sheet that the trainer will provide.
- For your own records you should always keep a copy of assessment submissions.
- The Centre retains all assessment submissions.

### Assessment Results and Feedback

Once an assessment has been submitted and marked, you will receive results and feedback on your work. This is done to show the strengths of the assessment, and any areas to improve upon.

On completion of the whole unit you will be asked to sign the Final Assessment Record sheet again to signify you have read the assessor's comments, and agree with the outcome given. This document is kept on your learner file for our records as per compliance requirements.

Where you are assessed on your first submission as Not Yet Competent you will be provided with valid feedback on your assessment outcome in a determined period of time, to assist in achieving the required performance standard on reassessment.

If you are assessed on your second submission as not yet competent, a re-assessment fee will apply – see below:

- Theory re-assessments      \$150.00, This fee may be waived in exceptional circumstances
- Practical re-assessments      Calculated dependent on the unit (time, materials, etc.)  
Refer to Statement of Fees.

If you are dissatisfied with your assessment outcome you should follow procedures as per the The Centre's Client Information Complaints and Appeals located on our website or ask our friendly staff at reception.

### Learner Client Complaints and Appeals Policy

Complaints about a particular incident should be made within 90 calendar days of the incident occurring and appeals must be made within 30 days of the original decision being made.

Complaints and appeals should be made in writing and sent, marked PRIVATE AND CONFIDENTIAL to:

Chief Executive Officer,  
The Centre for Continuing Education  
17 Chisholm Street  
Wangaratta, Victoria, 3677

Informal complaints can be made in person to a member of staff of The Centre or via email to [complaints@thecentre.vic.edu.au](mailto:complaints@thecentre.vic.edu.au)

When making a complaint or appeal, as much information as possible should be provided to enable The Centre to investigate and determine an appropriate solution. This should include:

- The issue the complaint relates to or the decision being appealed
- What happened and how it affected you.
- Evidence to support the complaint or appeal.
- The steps already taken to resolve the issue.
- Suggestions about how the matter might be resolved.

Complaints and appeals will be acknowledged. Complaints and appeals will be acknowledged in writing via email or post. Acknowledgement should be received within 7 days of lodgement.

### **Resubmission/Reassessment**

Learners may re-submit evidence once, if the assessor determines the evidence is unsatisfactory or incomplete. Re-submission of evidence should be made within 5 working days (if evidence is written)

Where evidence is gathered through observation, a second observation should be organised within 10 days, providing opportunity for the learner to practise

Learners will be advised of the Re-submission and Re-assessment process on the assessment plan

### **Evaluation**

When you have finished training in this course, we would like you to provide us with feedback on how we may improve our training and assessment services and course materials. A Feedback Form will be provided to you prior to the final session.

### **Fees, Charges and Refunds**

#### **Tuition Fee, Amenity Fees and Other Charges**

1. Government funded programs fees, concessions and exemptions will be set in accordance with contractual obligations, with the current version Guidelines About Fees and in accordance with The Centre's budgetary procedures
2. Fee for Service programs fees will be determined by The Centre
3. Fees will be set in accordance with contractual obligations and in accordance with the current version of the Guidelines About Fees
4. Where tuition fees are greater than \$1500 Students are given a payment plan to ensure their prepaid portion is no greater than \$1500 at any time.
5. The Fees for accredited training will be maintained and placed in a prominent position on The Centre's website

#### **Refunds prior to program commencement**

- If The Centre cancels a program prior to commencement, fees paid will be refunded in full.
- If a client cancels their enrolment with more than 3 working days' notice prior to program commencement, fees paid will be refunded less a \$30 administration fee. Alternatively, fees paid may be transferred to enrolment in another program currently being offered by The

Centre.

- No refunds are available when a client cancels their enrolment within 3 working days prior to commencement of the program, however fees paid may be transferred to enrolment in another program currently being offered by The Centre.
- No refunds are available when a client fails to advise of cancellation prior to program commencement.
- The CEO is empowered to use discretionary powers in relations to making a refund when outside policy guidelines when there are extra ordinary circumstances. Refunds can be authorised once due consideration has been exercised regarding the impact of extra ordinary circumstances of the client, e.g. financial hardship.

### **Refunds after program commencement**

- There are no refunds available after program commencement for fee for service training Places
- Refunds after program commencement for government funded training places are in accordance with the current version Higher Education and Skills Guidelines About Fees

### **Information**

- Information about fees, charges, refunds, concessions and exemptions will be made available to clients prior to enrolment.

# The Centre Support Services

Staff are able to support your participation at The Centre in a variety of ways, including:

- identifying learning options and appropriate programs
- providing language, literacy and numeracy assistance
- providing support for any physical needs
- arranging access to equipment, including computers
- pathways planning
- career advice, guidance and counselling
- referring you to programs offered by other organisations
- providing support and/or advocacy in your arrangements with other organisations eg. Centrelink, Job Services Australia providers, youth welfare agencies
- discussing welfare needs as they affect your learning programs
- referring you to appropriate support services outside The Centre.

Your Program Leader can be contacted by telephone or email if you require support.

Please talk to us about any support you require so that we can work together to achieve the best possible outcomes for your learning.

## Language, Literacy and Numeracy Support

The Centre is committed supporting client/ learners and staff through high quality training and program services and practices, The Centre encourages client/ learners and staff to provide feedback to The Centre to improve programs and services.

All clients/ learners entering into learning programs have access to:

- Language, Literacy and Numeracy support (LLN)
- Digital Literacy support
- Careers advice and support
- Welfare support on a referral basis
- Additional support for learners with a disability

Clients/ learners that have been identified as having complex needs are supported through the application of The Centre's Welfare policy which includes:

- Referral to the Learner Engagement Team (LET)
- Referral to external services to support the learner in the areas of social, emotional, financial, psychological, drug and alcohol, addiction and other required areas as identified by the LET
- Case management services provided by the LET

The Centre maintains a network of providers to assist in the support of learners/ clients and staff who are facing complex needs or adverse experiences.

The Centre understands that it delivers programs and services to a wide range of people in the community including learners/ clients with complex needs. As such, The Centre makes available to all staff the Employee assistance program to staff that are affected in the workplace by items listed in this policy and through their interactions with learners/ clients.

## Encouraging Opportunities for People with a Disability

The Centre encourages people with a disability to engage with programs and services. The Centre's framework to support opportunities consists of:

- Recognise and respond to individual difference in ways that foster acceptance and understanding in the learning environment and in the workplace
- Improve quality of educational opportunity and outcome for learners/ clients with disabilities

- Improve quality of employment opportunity and experience for staff with disabilities
- Ensure its policies and practices do not discriminate unlawfully against learners/ clients or staff on the grounds of disability
- Ensure that learners/ clients and staff have access to a fair and effective grievance process on the basis of disability.

The Centre has set key initiatives across the organisation and its operations to meet the requirements of the Disability Standards for Education 2005 and the Disability Act 2006 (Vic) these include promoting programs and services and making necessary reasonable adjustments to:

### ***Student Enrolment***

- Information about the enrolment process addresses the needs of learners/ clients with disabilities and is provided in a range of accessible formats
- Enrolment procedures can be completed without undue difficulty
- Information about entry requirements, learning options and pathways and educational settings are explicit and accessible

### ***Student Participation***

- Course activities are sufficiently flexible for all learners/ clients to participate
- Learning activities are negotiated, agreed on and implemented
- Reasonable alternative learning activities are offered where necessary
- Additional learning support is provided where needed

### ***Curriculum Development***

- Curriculum, teaching materials and the assessment and certification requirements are appropriate and accessible
- Course delivery modes and learning activities take into account the learning capacities and needs of the student and meet intended educational outcomes
- Study materials are made available in a format that is appropriate for the student and conversion of learning materials into alternative accessible formats is done in a timely manner
- Teaching and delivery strategies for the course or program are adjusted to meet the learning needs of the student, including additional support if required and any activities that are conducted outside the classroom are designed to include the student
- Assessment procedures and methodologies are adapted so the student can demonstrate the knowledge, skills and competencies being assessed

### ***Learner Support Services***

- Staff are aware of the specialised support services available for the student and are provided with information that enables them to assist the student to access required support
- Access to specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers in health, personal care and therapy, speech therapy, occupational therapy and physiotherapy
- Specialised equipment including inclusive technology and assistive devices are provided to support the student in participating in the course or program
- Appropriately trained support staff such as interpreters and learning support workers are made available to learners/ clients with disabilities as required

### ***Welfare Services***

The Centre creates an environment that is inclusive and empowering, valuing the positive contributions of learner/ clients and creating a sense of belonging and connectedness that is conducive to positive behaviours and effective engagement in learning.

There are processes in place to identify and support vulnerable learner/ clients and those at risk of disengagement from education and to support the individual's social/emotional and educational wellbeing. Parents/ Guardians or Informal Carers and the broader community play a vital role in supporting successful learning experiences and outcomes for learner/ clients at The Centre. The Centre actively engages with Parents/Guardians or Informal Carers, stakeholders and communities to work together to maximise learner/ clients engagement and support learner/ clients in their engagement in education and programs.

## **The Centre's Services**

The Centre offers programs to provide support and engaging curriculum for disengaged youth and adults, these programs bring a real life context to learner/ clients learning for learner/ clients to grow as active members of the wider community.

The Centre youth programs focus on building resilience, support learner/ clients with learning needs and involve a holistic approach to the teaching and learning of the individual. The Staff of The Centre have the relevant and necessary experience to assist the development of disengaged youth to re-enter education in a positive, supported and community focused adult learning environment.

The Centre employs staff with relevant Welfare Qualifications or with relevant welfare services experience to support learners/ clients/ clients and staff with welfare related issues and can refer learner/ clients to other agencies when required.

The Centre calls on the support of Parents/ Guardians or Informal Carers and referral agencies to support learner/ clients with their social, educational and emotional wellbeing in its holistic approach to learner/ client support.

## **Networks**

The Centre maintains a list of referral agencies to support learner / clients and families when they are in need. These referral agencies form part of a local network that The Centre has to support young people in their education and emotional wellbeing.

Staff may refer learner / clients who are facing difficulty in their education or outside life to an agency from this list. Comprehensive notes are kept on these referrals by staff to ensure that each individual learner/ client gains the support they need, in an appropriate manner, and ensures that outcomes are monitored. These notes are only accessible to authorised staff to ensure learner/client confidentiality is maintained.

## **Privacy**

Privacy and confidentiality are important principles The Centre upholds. The staff keep comprehensive case notes on individual learners / clients, to support their social, emotional and educational wellbeing. These notes are only accessible by staff involved in the support of learners / clients at The Centre and remain confidential.

## **Reconnect**

The Reconnect program is a "wrap around" support service to assist you to identify and achieve your education goals and overcome barriers to education. Each person is assigned a learner engagement officer (LEO) who will work with you one-on-one to find out what you are good at, your strengths, weaknesses, talents and passions and then help you develop goals and a plan on how to achieve them. This one-on-one program is confidential and all about supporting you achieve your educational goals.

Reconnect is available to anyone who has not completed school and is not in full time employment and is a free and confidential service where the LEO provides an outreach service which is travelling to the learner.

## **Support for clients with disabilities**

The Centre aims to provide an environment where all staff are treated fairly and with respect. Employment decisions are to be based on merit and not on irrelevant attributes that an individual may possess. The Centre is committed to maintaining a workplace free from discrimination, harassment, vilification and bullying. The Centre will make reasonable job accommodation for persons with disabilities who can perform the essential functions of the position for which they are qualified and selected.

The Centre will ensure a consistent, timely and fair approach to complaint resolution for employees through an established complaint procedure. The Centre will treat all disputes confidentially, seriously and sympathetically as far as possible. However, it may be necessary to speak with other employees in order to determine what happened, to afford fairness to those against whom the complaint has been made and to resolve the complaint.

This Policy is not limited to the workplace or work hours. This Policy extends to all functions and places that are work related. For example, work lunches, conferences, Christmas parties and client functions.

Under equal employment opportunity (EEO) laws discrimination, sexual harassment, bullying, victimisation and vilification are unlawful.

## **Language, Literacy and Numeracy**

For learners who are identified as needing assistance with Language, Literacy and Numeracy, The Centre has staff available to mentor learners in order to help them achieve the best possible outcome. No fees apply.

## **Flexibility to Timetable**

The Centre understands that exceptional circumstances arise where learners are unable to submit assessments by the due date. The Centre has a process in place where learners can apply for an extension in order to give the learner time to complete their assessment. Learners must complete an application form to be granted by Program Leader or Quality Administrator.

## **Reasonable Adjustment**

To meet the needs of all learners, adjustments can be made to the way assessments are conducted, but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility, so that the specific needs of a learner can be met. Examples of reasonable adjustments may include:

- providing additional time for learners to practice assessments
- presenting questions orally for learners with literacy issues
- asking questions in a relevant practical context
- adapting machinery and / or equipment to make it more easily used
- presenting work instructions in diagrammatic or pictorial form, instead of words and sentences
- simplifying the design of job tasks
- modifying assessments within training package and unit requirements

# Policies and Procedures

Please refer to The Centre's website [www.thecentre.vic.edu.au](http://www.thecentre.vic.edu.au) for a full list of the most current versions of our Policies and Procedures.

## Resolving Complaints

The most appropriate method to deal with an issue or concern will depend on the circumstances and the nature of the complaint. Some complaints can be resolved easily without formality or process. More serious or damaging complaints may be dealt with formally and with investigation methods applied.

### Informal Approach

The complainant may approach the relevant trainer to state the nature of their issue or concern, express their feelings and ask for a resolution. The complainant may also approach the Program Leader and request advice/assistance in resolving the issue or concern and take appropriate action.

### Formal Approach

The complainant may lodge a formal (written) complaint by following The Centre's official Complaints & Appeals policy and procedure, requesting resolution. The complainant may also seek external advice.

*Learners who wish to make a formal complaint or lodge a formal appeal can do so by following the procedure outlined in The Centre 'Complaints and Appeals Policy' on our website at [www.thecentre.vic.edu.au](http://www.thecentre.vic.edu.au).*

## Discrimination and Harassment

The Centre will not tolerate any form of discrimination or harassment under any circumstances. The responsibility lies with every learner to ensure that discrimination or harassment does not occur.

The Centre considers that legislative obligations under the Acts establish minimum standards of behaviour for employees and learners.

Where a breach of this policy occurs and as a result The Centre receives a complaint, The Centre will undertake the process as set out in The Centre Complaints and Appeals Policy.

The Centre strongly encourages any learner who feels they have been discriminated or harassed to take action, as per the procedure set out in The Centre Complaints and Appeals Policy.

Any reports of discrimination or harassment will be treated seriously and promptly with sensitivity and complete confidentiality. Complainants have the right to determine how the complaint be treated, have support, have representation throughout the process, and/or have the option to discontinue a complaint at any stage of the process.

*For further information on our Discrimination and Harassment Policy and Procedure, please refer to the full policy on our website [www.thecentre.vic.edu.au](http://www.thecentre.vic.edu.au)*

## Plagiarism and Cheating

The Centre requires all learners to act honestly and ensure they do not cheat or commit acts of plagiarism.

### Definitions

#### **Plagiarism**

The practice of taking someone else's work or ideas and passing them off as one's own by failing to

give appropriate acknowledgement.

This includes, but is not limited to work published or not published, printed material, graphics, information on the internet, recordings and work of other learners or staff.

### ***Cheating***

To act dishonestly or unfairly in order to gain an advantage in an examination or written, oral or practical work submitted or completed for assessment in a course or unit of competency and includes the resubmission of work that has already been assessed in another unit of competency.

The Centre Learners are required to:

- undertake studies and research responsibly and with honesty and integrity
- ensure that academic work is in no way falsified
- seek permission to use the work of others, where required
- acknowledge appropriately the work of others
- take reasonable steps to ensure that other learners are unable to copy or misuse their work.

Should a learner be found guilty of plagiarism or cheating in any form of assessment for the first time, the Program Leader will:

- a) Issue a written warning advising the learner that their enrolment with The Centre may be cancelled should there be a second instance of plagiarism or cheating; and
- b) Arrange a meeting with the learner to again explain the definitions of plagiarism and cheating and how they may prevent reoffending; and
- c) Require the learner to resubmit the assessment.

Where a learner who is found to have plagiarised and cheated in any form of assessment for the second time, the Program Leader will:

- a) Apply a Not Yet Competent (NYC) grade to the Unit of Competency.
- b) Issue a written warning advising the learner they will be required to repeat the Unit of Competency at the learner's expense.
- c) Require the learner to enter into a contract with The Centre which will outline the consequences of a further instance of plagiarism or cheating which may include cancellation of enrolment.

For further information on our Plagiarism and Cheating Policy and Procedure, refer to the full Assessment policy on our website [www.thecentre.vic.edu.au](http://www.thecentre.vic.edu.au).

## **Privacy**

When dealing with personal or health information about individuals, The Centre is obliged to comply with the following Acts:

- The Privacy Act 1988 (C'Wlth)
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- The Australian Privacy Principles (APP) 2014 (C'Wlth)
- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act 2001 (Vic)

Individuals who feel that the information The Centre uses and stores is inaccurate or incomplete may request to have the information updated and corrected. The application and corrections must be in writing.

We treat your privacy seriously and will not divulge your personal information to a third party without

your written consent.

As a learner at The Centre you are also obliged to comply with relevant Commonwealth, state or territory legislation, and regulatory requirements.

Under the *Privacy Act 1988*, *Privacy Amendment (Enhancing Privacy Protection) Act 2012* and *Australian Privacy Principles (APP) 2014*:

- a) Learners must not use mobile phones or other recording devices to record staff, trainers, assessors and/or other learners without their written consent.
- b) Learners must not publish anything on social media which will detract from The Centre's good name and reputation.
- c) Learners must not publish anything on social media relating to staff, trainers, assessors or other learners.

If a learner is in breach of this policy, disciplinary action will be taken as per The Centre's Suspension, Expulsion and Withdrawal Policy.

For further information on our Privacy Policy and Procedure, refer to the full policy on our website [www.thecentre.vic.edu.au](http://www.thecentre.vic.edu.au).

## Legislation

As a Registered Training Organisation (RTO), The Centre is obliged to comply with relevant Commonwealth, state or territory legislation and regulatory requirements.

This legislation covers a wide range of topics relevant to both The Centre and its learners and includes but is not limited to:

- Privacy
- Education and Training
- Occupational Health and Safety
- Working with Children
- Discrimination
- Equal Opportunity
- Human Rights
- Consumer Affairs
- Disability
- Freedom of Information

For further information on how The Centre complies with these legislation Acts, please contact The Centre's Privacy Officer.

## Suspension, Expulsion and Withdrawal

### Withdrawal – by Learner

Any learner considering withdrawing from study should advise their Trainer or Program Leader (in writing) as soon as possible. Staff, Trainers and the Program Leader are available to discuss and help resolve difficulties that might influence a learner's decision to withdraw.

The time period in which the learner withdraws will determine whether or not a refund will apply. See The Centre 'Fees and Refund Policy and Procedure' for further details and scenarios. The withdrawal form and any accompanying documentation will be stored on the learners file for seven (7) years.

### Withdrawal – by The Centre

In the event a learner has not attended class or has become un-contactable for a period of one (1)

month, The Centre has the right to withdraw the learner from their study.

It is the responsibility of the Trainer/Assessor to notify the Program Leader if a learner has not been attending for more than 2 sessions/ days. If the learner has become un-contactable the Program Leader will then generate a Withdrawal Letter and email to be sent to the learner requesting a seven (7) day response time. If The Centre does not receive a response from learner within 7 days, the learner will be withdrawn.

The time period in which the learner has been withdrawn will determine whether or not a refund will apply. See *'Fees and Refund Policy and Procedure'* for further details and scenarios.

The withdrawal form and any accompanying documentation will be stored on the learners file for seven (7) years.

## **Suspension / Exclusion**

In determining whether a learner's misbehaviour is serious enough to warrant suspension, the Executive Officer will consider the safety, care and welfare of the learner, staff, trainers, assessor, volunteers and other learners.

Suspension is not intended as punishment. It is only one strategy for managing inappropriate behaviour and ensuring a safe learning environment.

Suspension also allows time for The Centre to plan appropriate support for the learner to assist with successful re-entry, including access to appropriate support staff.

In some cases suspension from class allows The Centre to put measures in place to ensure the safety of learners, staff, trainer, assessors and volunteers. For the majority of learners, suspension allows time for the learner to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet The Centre's expectations in the future.

If The Centre has made the decision to suspend a learner, the learner will be contacted immediately and a written letter from the Chief Executive Officer will follow, outlining the reasons why the learner has been suspended, and the steps which will follow. The written letter must specify the dates for suspension as a specific time period including a date when the learner should return to class.

Should the offending learner wish to appeal The Centre's decision for suspension, the learner can submit a formal complaint in writing. See The Centre *'Complaints and Appeals Policy'* for further details.

The suspension letter and any accompanying documentation such as complaints, appeals, meeting minutes, correspondence etc. will be stored on the learners file for seven (7) years.

## **Expulsion / Removal from a site or program**

In serious circumstances of inappropriate/unacceptable behaviour, the Chief Executive Officer may expel a learner. A learner who has previously been expelled from The Centre may not re-enroll without the approval of the Chief Executive Officer.

If The Centre has made the decision to expel a learner, the learner will be contacted immediately and a written letter from the Executive Officer will follow, outlining the reasons why the learner has been expelled.

Expulsion means a learner cannot re-enrol with The Centre for a minimum period of 12 months, unless otherwise outlined in the expulsion letter.

Should the offending learner wish to appeal The Centre's decision for expulsion, the learner can submit a formal appeal in writing. See The Centre *'Complaints and Appeals Policy'* for further details.

The expulsion letter and any accompanying documentation such as any complaints, appeals, meeting minutes, correspondence etc. will be stored on the learners file for seven (7) years.