

Gold Coast Institute of Technology Pty Ltd trading as GC Institute Student Handbook



Student Handbook Contents

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Welcome to GC Institute

We specialise in fun, innovative, practical learning & career pathways – not just theory!

To help you to understand the way our Institute works and to help you get the most from your studies, we are providing this Student Handbook, which we hope will answer many of the questions, you have about studying with us.

If your application to study at our Institute is successful, you must attend a compulsory Orientation Programme before commencing your course, where the Student Handbook will be once again explained to you.

If, after reading this Handbook you have any questions, please ask your agent, trainer or another staff member to explain.

We are here to assist you to learn as quickly as possible and we encourage you to talk to us at any time to discuss any problems you may have.

We trust that your time with our Institute is an enjoyable one and that the skills you learn here prove valuable in your chosen career.

Yours sincerely

Cem Ercan
CEO

Services, Facilities and Institute Locations

Southport is located on the Gold Coast. The Gold Coast is approximately 80 kilometres south of Brisbane.

Hours of Operation

The Institute's hours of operation are: 8:00am – 5.00pm Monday to Friday.

Contact Details

Should you require any assistance your first point of contact will be Administration.

GC Institute (RTO ID: 40623)

Ph: 1800 367 732
 Emails: admin@gcinstitute.qld.edu.au
 info@gcinstitute.qld.edu.au
 Web: www.gcinstitute.qld.edu.au

Course Information

Qualifications and Units

These courses are offered by the Institute.

| Courses | No of Units | Maximum Online Duration | Maximum RPL Duration | Minimum Work-Placement Hours | Online Course Modes of Delivery | Uploaded Assessment Tasks |
|---|-------------|-------------------------|----------------------|------------------------------|--|---|
| CHC30121 Certificate III in Early Childhood Education and Care (Note: This qualification has been superseded by and equivalent to CHC30125 from 22/12/2025). | 17 | 12 months | 6 months | 160 hours | Theory workbooks, practical, research, independent study | Workbook Activities, Questions, Practicals/Projects, (simulated and workplace based), 3 rd Party Reports |
| CHC30125 Certificate III in Early Childhood Education and Care | 17 | 12 months | 6 months | 160 hours | Theory workbooks, practical, research, independent study | Workbook Activities, Questions, Practicals/Projects, (simulated and workplace based), 3 rd Party Reports |
| CHC50125 Diploma of Early Childhood Education and Care | 15 | 12 months | 6 months | 280 hours | Theory workbooks, practical, research, independent study | Workbook Activities, Questions, Practicals/Projects, (simulated and workplace based), 3 rd Party Reports |
| BSB50120 Diploma of Business | 12 | 12 months | 6 months | n/a | Theory workbooks, independent study | Written Questions, Projects, Role Plays, Presentation, Reports, Case Study |
| BSB50820 Diploma of Project Management | 12 | 12 months | 6 months | n/a | Theory workbooks, independent study | Written Questions, Projects, Role Plays, Presentation, Report |

Refer to course brochures on the Institute's website at www.gcinstitute.qld.edu.au for further course details.

Note: Granting of Course Credit (Credit Transfers and/or RPL) will reduce the maximum course duration and your Timetable will be adjusted accordingly.

Work Placement

- It is ultimately the student's obligation to find practical placement in their field of study. Most students will already be working in the industry, however if you are not working and have not been able to secure a placement despite your best efforts, the Institute can assist. Call us to discuss.
- The Institute will assist sourcing a suitable provider on one (1) occasion only if the student experiences difficulty. However, if the student decides to leave this provider (without a valid reason approved by the CEO), it is solely their responsibility to source another provider.
- More than one (1) provider may be required to enable access to the full range of services and if so, it is solely the student's responsibility to source.
- Where students require industry placements, it is compulsory for all students to complete the minimum required work placement hours to successfully complete the course they are enrolled in.
- Students are responsible for meeting all costs involved in accommodation and travel to and from their industry placement if required.
- The student will be required to

Qualifications requiring work placement are:

- **CHC30121 and CHC30125 Certificate III in Early Childhood Education and Care** students must complete a minimum of 160 hours in a regulated education and care service in Australia that offers the full range of services required to complete your study.
- CHC50125 Diploma of Early Childhood Education** students must complete a minimum of 280 hours in a regulated education and care service in Australia that offers the full range of services required to complete your study.

Mode of Delivery - Online

The online courses are presented through a range of different modes of delivery and assessment, for example:

- Theory:
 - a. Theory workbooks available online
 - b. Research and Independent study
- Practical:
 - a. Work placement
 - b. Simulated environment
- Assessment:
 - a. Theory assessments contained within student on-line resources
 - b. Practical assessments completed by:
 - Observations by the workplace supervisor/manager
 - Practical assessment task evidence uploaded by student

Mode of Delivery – RPL

RPL is presented through the following modes:

- RPL Assessment
 - Online and Hardcopy RPL resources
 - 3rd Party Reports
 - Face-to-face (e.g.: Skype/Zoom or similar), telephone, email support
 - Workplace visits as required
- Credit Transfer
- Gap Training (Online)

Course Assessment – online

Assessment in an online course is conducted via computer-based tasks which are uploaded into the learning management system when completed. These tasks are then accessed online by the Institute's assessors. Students will be supplied with assessment tasks which are to be completed in specified time frames and submitted online.

Re-assessment - online

- Students will be given advance warning of the time and form of any assessment and will not be expected to sit an assessment they have not prepared for.
- Students are entitled to a maximum of three (3) assessment attempts for each unit.
- If after three (3) assessment attempts a student is still "Not Competent" they will be required to attend a counselling meeting (face-to-face/Zoom/Skype/Phone) to discuss the ability of the student to progress with the course. The Institute will provide relevant support as outlined in this Handbook.
- Not attending for a scheduled assessment will be counted as one (1) assessment attempt for each occurrence unless:
 - a) the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
 - b) the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member to explain the non-attendance at the assessment
- Fee-for Service students found to have cheated or plagiarised work will not be entitled to re-sit assessments, instead they will be investigated and any units where cheating/plagiarism is found will be voided and the student required to re-sit the unit assessments and pay a repeat unit fee of \$250 per unit. Trainers/assessors will monitor assessments to determine any cheating/plagiarism.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process designed to recognise previous formal or informal learning, work and life experiences that the student may have had to the extent that they are relevant to the course outcomes. The RPL process allows students to receive recognition under these circumstances and therefore enable them to focus more on areas they need to achieve competencies in order to gain their qualifications. Students who believe they already have some of the competencies in the course may apply for Recognition of

Prior Learning (RPL). An essential requirement of RPL is that you can prove that you **currently** have the required competencies in the unit applied for.

Students will be offered RPL prior to and/or at enrolment. The Institute require that students have a minimum of two (2) years recent industry experience. In some instances an RPL candidate may not have the full 2 years but their experience is such that the assessor will determine their eligibility. RPL in a unit will only be granted if students complete the Institute RPL assessment requirements for that unit. Student's individual course of study will be adjusted to reflect any RPL granted, if applicable. Students may use the Institute's appeal procedures if dissatisfied with the outcome of their RPL applications.

Regular progression and meeting the set due dates for evidence to be submitted must be followed. Failure to do so may lead to withdrawal or cancellation from the course. Refer to the Student Discipline process.

RPL Disclaimer: You will be assessed on your ability to undertake RPL prior to completion of your Enrolment Application. In the case where you are not able to complete a unit(s) through RPL, you will be referred to our Online Training Application process. You must meet any Online eligibility criteria.

Note: Granting of Course Credit (Credit Transfers and/or RPL) will reduce the maximum course duration and your Timetable will be adjusted accordingly.

RPL Assessment – online

RPL evidence is via workplace observation and computer-based evidence requirements and tasks which are uploaded into the learning management system when completed. These are then accessed online by the Institute's assessors. Candidates will be supplied with evidence requirements and tasks which are to be completed within the time allowed and submitted online where required. Note: Some evidence requirements may be in hard copy form.

Credit Transfer

Credit transfer applies to situations where students have already completed a unit(s) equivalent to those they are currently enrolled in with another provider. To apply for credit transfer students must submit verifiable copies of Qualifications/Statements of Attainment to support the application. These will be verified by the Institute to ensure they are authentic. There is no charge for Credit Transfer and no reduction in tuition fees if Credit Transfer is applied for or granted (except if your course is funded where students will be eligible for a per unit reduction).

Note: Granting of Course Credit (Credit Transfers and/or RPL) will reduce the maximum course duration and your Timetable will be adjusted accordingly.

Online/RPL course progress

- To study online requires self-discipline, good time management and motivation. Please discuss this option with the Institute if you have any concerns about your ability to successfully complete your training through this method.
- Online students are expected to progress through their course and complete assessments/RPL evidence submissions in a timely manner.
- Our Learning Management System will flag students/RPL candidates who are not progressing and your Trainer/Assessor will contact you directly to discuss your situation.
- Students/candidates who have not logged into the course within five (5) working days of enrolment and/or who have not submitted any material or assessment by their due date, will be contacted by their Trainer/Assessor to determine if they require any additional support to ensure progression through their course and to agree on a timetable for progression.
- Students/candidates will be subject to the Institute's discipline and cancellation processes if course progress is not maintained.
- Students/candidates may apply to suspend or extend their course for up to two (2) months.
 - Applications must be made in writing.
 - Applications must be made at least three (3) days prior to the commencement of the suspension/extension and are subject to approval.
 - Applicants must abide by the recommencement date agreed to in writing otherwise the Institute's Cancellation process will commence.
 - Applicants must maintain any instalment payments through the suspension/extension.

Pathways

Graduates of the Institute may seek credits to the relevant Vocational Education and Training (VET) or degree programs in Australian Universities. The Institute has credit articulation arrangements with universities listed on our Website.

Awards to be issued

Students completing all assessment requirements for a qualification will be awarded a Certificate and Record of Results corresponding to the completed course. Students completing assessment requirements for part of a qualification will be awarded a Statement of Attainment indicating units of competency they have completed. Students are entitled, at no additional cost, to a formal Statement of Attainment on withdrawal, cancellation or transfer, prior to completing the qualification, provided the student has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment. Awards will be issued within thirty (30) calendar days of completion.

Enrolment

Pre-enrolment

- Once you make your initial enquiry our Admissions Team will contact you with all the information you require to make an informed decision about the course you are intending to study.
- We will provide advice about the training product appropriate to meet your needs, taking into account your existing skills and competencies.
- We will determine any support needs you may have and provide access to the educational and support services necessary for you to meet the requirements of the training product.
- We will inform you in advance of any changes to the services provided by the Institute.
- You will have the opportunity to have all relevant information explained to you and to ask questions to make sure you understand prior to enrolling.
- In addition our Course Brochures and the Student Handbook are available from the website and from the Institute Campus.
- Enrolment will be considered to be completed, once initial fees have been paid.

Enrolment

- Intakes are rolling.
- Credit Transfer and RPL arrangements will be finalised before commencement.

Pre-requisites

CHC30121 Certificate III in Early Childhood Education and Care and CHC30125 Certificate III in Early Childhood Education and Care:

- There are no entry requirements for this qualification.
- However, the Institute require students would possess reading, writing, numeracy skills to enable them to complete the qualification at the AQF level.
- Students are also expected to have sound computer skills to enable them to undertake their course through an online platform.
- Students must have access to a regulated children's education and care service in Australia that offers the full range of services required to complete their study and to conduct their work placement. . If you are not currently working and experiencing difficulty in securing a placement, the Institute can assist. Please contact us.
- Students must also either hold or be eligible to obtain a Blue Card Working with Children Check (QLD)) or equivalent in the relevant State or Territory.

CHC50125 Diploma of Early Childhood Education and Care:

- Entry to this qualification is open to individuals who hold:
 - CHC30121 Certificate III in Early Childhood Education and Care, or
 - CHC30113 Certificate III in Early Childhood Education and Care.
 - Alternatively, individuals may hold:
 - An Australian diploma in Early Childhood Education and Care, or
 - An Australian diploma or certificate III in Children's Services.
 - and
 - Demonstrate at least 12 months of cumulative employment (full-time equivalent)
 - within the last 5 years in a regulated education and care service in Australia, supported
 - by verifiable evidence.
 - or
 - Hold the CHCSS00147 Entry into Diploma of Early Childhood Education and Care.
- It is expected that the student would possess reading, writing, numeracy and literacy skills to enable them to complete the qualification at the AQF Diploma level.
- Students are also expected to have sound computer skills to enable them to undertake their course through an online platform.

- Students must have access to a children's education and care service in Australia that offers the full range of services required to complete their study to conduct their work placement. If you are not currently working and experiencing difficulty in securing a placement, the Institute can assist. Please contact us.
- Students must also either hold or be eligible to obtain a Blue Card Working with Children Check (QLD)) or equivalent in the relevant State or Territory.

BSB50120 Diploma of Business and BSB50820 Diploma of Project Management:

- There are no formal pre-requisites for entry into these programs.
- However, the Institute require students would possess reading, writing, numeracy and literacy skills to enable them to complete the qualifications at the required AQF level.
- Students are also expected to have sound computer skills to enable them to undertake their course through an online platform.

Unique Student Identifier (USI)

- The USI is issued by the Australian Government and must be kept private. It is linked on a national database to the qualifications students complete while studying in Australia so that they will always have a record of what qualifications they have completed.
- All students must apply for a Unique Student Identified (USI) when they commence training in Australia.
- The Institute cannot issue a Certification to any student unless they hold a USI. This includes Recognition of Prior Learning (RPL). Refer www.usi.gov.au
- Students will be able to access their records online, download them and share them with future training organisations electronically.
- Students should go to www.usi.gov.au for assistance to when creating their USI numbers.
- The USI application is to be completed by the student prior to or at enrolment.
- The student is liable for any costs associated with obtaining their USI.

English Language and Numeracy Requirements

See your course brochure for specific details relating to your chosen course. Students complete an English skills self-assessment before they complete their enrolment. If evidence of insufficient literacy/numeracy ability to undertake the course is evident throughout the enrolment process and self-assessment, the Institute may request the student to undertake an LLN diagnostic test and/or refer the student to a specialist LLN support agency. (Refer to section on Student Support)

Digital Requirements

See your course brochure for specific details relating to your chosen course. Students complete an informal Digital assessment before they complete their enrolment, e.g.: ability to complete online application form, send/receive emails. If evidence of insufficient digital ability to undertake the course (computer skills, email, streaming, manoeuvring through online course) is evident throughout the enrolment process, the Institute may request the student to undertake a digital diagnostic test and/or refer the student to undertake digital training elsewhere to increase their skills to a level that would enable them to successfully participate in the online course and RPL process. (Refer to section on Student Support)

Any support needs that arise throughout your course should be mentioned to your trainer or administration as soon as you become aware of any issues which may affect your study. In the event that a student's needs exceed the ability of the Institute staff to assist, the student will be referred to an external support agency so they have the opportunity to obtain the skills required to complete the training program.

Orientation

Online students undertake an online orientation before they commence their course and are provided with a timetable, scheduling and assessment requirements.

RPL candidates will also undertake an online orientation before they commence.

Student Rights

Your rights under the NVR 2025 Standards:

- Access to accurate marketing and enrolment information.
- Assurance that courses are delivered by qualified trainers and assessors.
- Assurance of financial viability and business continuity.
- Clear information on recognition of prior learning, credit transfer, and pathways.
- Protection if under 18 years of age (child safe framework), if applicable.

Fee Information

Course Fee Charges

All fees are advised to students prior to enrolment by:

- Course brochure (website)
- Student Handbook (website)

All course fees, including Recognition of Prior Learning fees, are required to be paid upon enrolment and prior to the start of a course (whichever date is the earliest).

The Institute will not collect more than the maximum threshold for pre-paid fees of \$1500 at any one time as part of the regulated prepaid fee protection measures.

Note: RTOs are only required to protect prepaid fees from individual students and prospective students where the student or their representative pays the fees through direct enrolment. These requirements do not apply, for example, where an employer engages an RTO to provide training and/or assessment to members of its staff through a negotiated commercial transaction.

| Courses | Online Fee-For-Service | Online Funded Co-contribution | | Course Materials Included | RPL Fee-For-Service | RPL Funded Co-contribution | |
|---|------------------------|-------------------------------|-----------------|---------------------------|---------------------|----------------------------|-----------------|
| | | No Concession | With Concession | | | No Concession | With Concession |
| CHC30121 Certificate III in Early Childhood Education and Care (Note: This qualification has been superseded by and equivalent to CHC30125 from 22/12/2025). | \$3,456 | \$34 | \$17 | ✓ | \$3,456 | \$34 | \$17 |
| CHC30125 Certificate III in Early Childhood Education and Care | \$3,456 | \$34 | \$17 | ✓ | \$3,456 | \$34 | \$17 |
| CHC50125 Diploma of Early Childhood Education and Care | \$6,202 | \$30 | \$15 | ✓ | \$6,202 | \$30 | \$15 |
| BSB50120 Diploma of Business | \$2,900 | n/a | | ✓ | \$2,900 | n/a | |
| BSB50820 Diploma of Project Management | \$2,900 | n/a | | ✓ | \$2,900 | n/a | |

Additional Charges (Fee-for-Service)

| | |
|-------------------------|--|
| Replacement Certificate | \$100 each |
| Repeat Unit Fee | \$250 (applicable for cheating/plagiarism offences only) |
| Late payment of Fees | \$50 (per missed instalment) |

Additional Charges (Funded)

| | |
|-------------------------------|--|
| Replacement Certificate | \$100 each |
| Funded student's re-enrolment | Full Co-contribution fee if cancellation has occurred and one (1) month or more has elapsed from date of cancellation. |

Fee changes

Prior to a student enrolling, fees may be altered without notice. Once a student has completed enrolment, fees will not be subject to change for the normal duration of the course. If a course length is extended by the student then any fee increases may be required to be paid for the extended component of the course, subject to negotiation and the approval of the CEO.

Fees Payable by Instalment

Payadvantage is a service offered by the Institute to assist students to pay their fees as follows:

Payadvantage – Direct Debit payments:

- The following fees will be incurred by the student:
 - \$1.21 Per direct debit from your Bank account (BSB and Account Number)
 - \$6.82 Per Dishonour fee (if 2 consecutive dishonours occur the Institute may cancel your enrolment).
- Payadvantage is an independent organisation to the Institute and they are a service provider for direct debit payments.

Refund policy

1. Policy

- This policy / procedure provides information on the conditions under which to apply for a refund for Course Fees.
- The following procedures ensure all students are treated fairly and with integrity when applying for refunds.
- All refund applications are to be submitted to the Institute in writing and the following procedures followed in assessing the application.
- all refund information is made available to students through the enrolment process and is agreed to and signed by the student prior to acceptance into the course and money accepted from the student.
- All refunds are to be signed off by the Accounts Manager and applications will be processed within 14 calendar days of the application being received.
- The Institute does not collect more than \$1,500 tuition fees in advance from any one student.

2. Procedure

2.1 Refunds by the Institute due to non-delivery of a course

| Withdrawal Reason | Amount Refunded |
|---|------------------------------------|
| The course does not start on the anticipated starting date | Full refund |
| Course withdrawn by the Institute* | Full refund of unspent course fees |
| * The Institute may arrange for another course to be provided to students at no extra cost to the student as an alternative to refunding course money. Where the student agrees to this, the Institute will not be liable to refund the money owed for the original course. | |

2.2 Refunds based upon student application

| Withdrawal Reason | Amount Refunded |
|--|-----------------|
| Withdrawal prior to the start date | Full refund |
| Withdrawal on or after the start date (log in details forwarded) | NO refund |
| Enrolment cancelled due to misbehaviour of the student | NO refund |
| RPL: Withdrawal prior to course commencement* | Full refund |
| RPL: Withdrawal after course commencement date* | NO refund |
| * Recognition of Prior Learning (RPL): Once a candidate has completed the enrolment process and paid their deposit, they are deemed to have commenced the course and no refunds apply. | |

3. Appealing Refund Decisions

- All students have the right to appeal a refund decision made by the Institute.
- The Institute's complaints and appeals resolution processes do not remove the student's right to pursue other legal avenues where they feel necessary.

4. Further Information

- If fees have been paid by a third party then the refunds will be payable to that third party.
- Any information that you have provided to the Institute or that the Institute collects about you (including payments and refunds) can be given to authorised State and Commonwealth Agencies, subject to privacy laws.

Student Behaviour

Student Code of Behaviour

The Student Code of Behaviour requires the following be respected and adhered to at all times.

- Paying all fees on time.
- Maintaining course attendance as required.
- Submitting work when required and meet your assessment obligations. Where this is not possible, students must advise the Institute as soon as possible.
- Maintaining consistent participation as part of the requirement to progress through the course satisfactorily to enable you to complete the course within the timeframe allocated.
- Meeting work placement attendance, behaviour and assessment requirements.
- Keeping contact information up to date by immediately advising the Institute of any changes.
- Meeting all Commonwealth and State laws.
- Behaving in a manner that does not impair the ability of the Institute to provide its services adequately (including not co-operating with requests to contact the Institute).
- Co-operating with the Institute to adhere to any agreed intervention strategies.

- Documents provided to the Institute must be authentic and not be fraudulent.
- Identifying yourself truthfully and not making any false representations.
- Not endangering the safety, health or participation of any other person associated with the Institute or act in an abusive manner.
- Not causing damage to RTO property, including theft.
- Not wilfully obstructing or disrupting any official RTO meeting, ceremony, activity, class or assessment.
- Not displaying any form of harassment, whether based on gender, race, age, disability, sexual preference or religious belief.
- Not being under the influence of prohibited drugs and/or substances including alcohol.
- Not being in possession of dangerous articles or banned substances.
- Not trespassing or knowingly entering any place within the premises of the Institute that is out of bounds to students.
- Not engaging in copyright breaches, cheating or plagiarism.

Workplace attendance

A student may have an obligation to attend work placement in the course they are enrolled in. If a student is absent, and this may impact on your course progression, the Program Coordinator or their appointed trainer will attempt to contact you either by phone or email. If a student does not respond to attempts to contact them, a formal email will be sent requesting an interview. The student will then be required to provide reasons for non-attendance. Student(s) may also be required to enter into a negotiated plan of action. If a student fails to respond to the formal email or fails to show a valid cause for their absence, they may be withdrawn from the course at the discretion of the CEO and the Institute's Refund Policy applied.

Absent five (5) consecutive days from work placement

Any student in this position should contact their trainer or administration **immediately**. You may be required to provide documentary evidence such as medical certificates. Approval must be attained from the Institute for any absences exceeding five (5) consecutive days.

Workplace Behaviour

Students are obligated to attend work placement as required and to be punctual at all times. Any work placement issues or misbehaviour in the work place will be dealt with through the Institute's **Disciplinary** processes.

Change of address and contact details

You are required to advise the Institute of your residential address and telephone number and of any subsequent changes to your residential address and telephone number whilst enrolled in a course. It is your responsibility and in your own interests to ensure that you always update your address details at the Institute to ensure you receive important information that the Institute may send to you from time to time.

Plagiarism, collusion and cheating

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a students' exclusion from a unit or a course. When students have any doubts about including the work of other authors in their assessments, they must consult with their trainer to discuss the matter. The following list outlines some of the activities for which a student can be suspected of plagiarism or cheating:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student.
- Presenting the work of another individual or group as their own work.
- Allowing another student to copy your work
- Handing up assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

Collusion means unauthorised collaboration on assessable work (written, oral, or practical) with other people. This occurs when a student presents group work as their own or as the work of someone else. Collusion occurs when a student works without the authorisation of the trainer/assessor to:

- Work with one or more people to prepare and produce work
- Allow others to copy their work or share their answer to an assessment task
- Allow someone else to write or edit their work (without RTO approval)
- Write or edit work for another student
- Offer to complete work or seek payment for completing academic work for other students

Legitimate cooperation between students on assignments is encouraged since it can be a real aid to understanding. It is legitimate for students to discuss assignment questions at a general level, provided everybody involved makes some contribution. However, students must produce their own individual written solutions. Copying someone else's work is plagiarism and is unacceptable.

Plagiarism and collusion constitute *cheating*. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in the Institute's Discipline Policy. Students found to have cheated or plagiarised work will not be entitled to re-sit assessments, instead they will be required to repeat the unit and pay the repeat unit fee.

Copyright

Students must be careful when photocopying the work of others. The owner of the material may take legal action against students of the Institute if the owner's copyright has been infringed. Students are allowed to do a certain amount of photocopying for research or study purposes. Generally, 10% or one chapter of a book is acceptable. However, educators are generally not allowed this 10 per cent leeway.

Dress Code

Dress requirements are neat casual or business attire. Please note that shorts and thongs are not considered suitable attire. NOTE: If you are studying business, come dressed for business, as if you are applying for a business based job. You will be surprised how much this will improve your state of mind and learning environment. Depending on your course, there may be mandatory dress requirements.

Drugs and alcohol

In Australia, alcohol is readily available and legal for those over 18 years of age. Other substances such as marijuana, ecstasy, cocaine, methamphetamines etc are not allowed by Australian law and you run the risk of legal problems as well as health issues if you become involved in their use / dealing. No consumption of alcohol on Institute premises or during contact hours is allowed.

Smoking

No smoking within the Institute building is allowed.

Mobile Phones

No use of mobile phones is allowed during contact hours.

Discipline Process

For breaches of the Code of Behaviour (including not keeping up with Course Progress) the following procedure will be followed. This applies to both Online and RPL.

Informal Process

Disagreements and misunderstandings happen to all of us from time to time. Whether the situation is between students, or trainers, or between a student and a trainer, rarely is a situation so bad that it cannot be resolved to the satisfaction of all parties. Students can find out about all available actions by speaking with their trainer, administration staff or the CEO.

1. Initially all behaviour/discipline matters (except for critical incidences which will be managed formally) will be managed informally between the trainer/assessor and the student.
2. If the matter cannot be resolved by the trainer/assessor, they will refer the matter to Administration.
3. A member of the Institute's administrative staff will contact or attempt to contact the student in the 1st instance to identify the issue and determine how it can be resolved within an allocated timeframe. The outcome of this contact will be stored in the student's file.
4. If the matter still cannot be resolved satisfactorily for all parties, the following Formal Process will commence.

Formal Process

1. If the issue is not resolved through the Informal Process, an email is sent to the student advising them that their enrolment is on hold until the issue is resolved. Students are requested to contact the Institute within an allocated timeframe to arrange to resolve the issue. The outcome of the contact will be stored in the student's file. (Step 1)
2. If no contact is made or the issue is not resolved within the timeframe, the Institute is able to proceed with the cancellation of the student's enrolment if there has been a breach in the Institute's Code of Behaviour and the Institute's Refund Policy applied. (Step 2)

Cancellation of Enrolment - Appeal

If the Institute intends cancelling the student's enrolment where it is not at the student's request, the student will be informed they have twenty (20) working days to contact the Institute to Appeal the cancellation decision. If the student does not contact the Institute within this timeframe or their appeal is not upheld by the CEO the Institute will cancel the student's enrolment.

At this point, should students wish to continue with their course, they will be required to re-enrol and may be required to pay additional fees.

If a student appeals, the CEO will give students a reasonable opportunity to be heard in relation to the misconduct and may then either:

- a. Modify or dismiss the charge, or
- b. Reprimand and warn the student against repetition of the breach of discipline
- c. Proceed with cancellation

At any stage of this procedure students are able to access the Institute's Complaints and Appeals processes to settle any disputes that may arise, including an external appeal.

Student complaints and appeals

Any student with an issue, question or complaint are encouraged to raise the matter with their trainer/assessor or the Administration Manager of the Institute and attempt to resolve the matter **informally**. Students may also raise matters through email, phone or text if you prefer.

If you decide to lodge a **formal** complaint **or** appeal you should take the following steps:

1. Contact the Institute to obtain a copy of the Complaints and Appeals Form or download it from the website.
 2. Complete the form and lodge it with the Administration Manager.
 3. The Institute will follow up the complaint and contact you.
- Students who are concerned about the conduct of the Institute, our staff, a student or any 3rd party organisation providing our services are encouraged to attempt to resolve their concerns using this process.
 - The internal complaints and appeals processes will be implemented at no cost to the student. Appeals that involve external authorities may incur a minimal cost.

Timeframe for Complaints

- The formal complaint process will commence within **5 working days** of the formal lodgement of the complaint and supporting information.
- A maximum time of **10 working days** from the commencement of the formal complaint process will be allowed for the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.
- At the end of the resolution phase the (RTO Rep) will report (the RTO) decision in writing to the student within **10 working days**. (The RTO) decision and reasons for the decision will be documented by the (RTO Rep) and placed in the student's file. A copy of this document will be provided to the student.

Timeframe for Appeals

- Students have **20 working days** from the date they receive notification of the outcome of a formal complaint to lodge their appeal using the Complaints and Appeals Form.
- Appeals against an **Assessment Result** must be lodged within **5 working days** of receiving the assessment decision using the Complaints and Appeals Form.
- The appeal resolution phase must commence within **5 working days** of the internal appeal and supporting documentation being lodged in writing.
- A maximum time of **20 working days** from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.
- Appellants are advised in writing within **24 hours** of the appeal decision including reasons for the decision.
- If the student is not satisfied with the outcome of the internal process, the student may request (the RTO) to assist them to lodge a formal appeal to an external mediator within **10 working days** of concluding the internal appeal.
- External Appeals are lodged by (the RTO) within **3 working days** after the request from the student.

Assessment Appeals

- Appeals against an assessment result (including RPL) must be lodged within **5 working days** of the assessment decision using the Complaints and Appeals form.
- Only **one (1) assessment appeal** will be allowed per assessment instrument.
- The RTO must immediately implement any decision or recommendation in favour of the student through the internal or external appeals process.
- Where the RTO considers more than **60 calendar days** are required to process and finalise the **complaint or appeal**, or all parties agree in writing to extend the resolution time beyond 60 days, the RTO will:
 - Inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and
 - Regularly update the complainant or appellant on the progress of the matter.
- All complaints and appeals will be handled professionally and confidentially in order to achieve a satisfactory resolution that is fair and equitable to all parties.
- At any stage in the internal complaint or appeal process students are entitled to have their own nominee included to accompany and support them.
- Students may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, student amenities, discrimination, sexual harassment and other issues that may arise.
- For complaints and appeals:
 - The student will have an opportunity to formally present their case, in writing or in person at no cost to the student
 - The student may be accompanied and assisted by a support person at any relevant meetings.
 - Students will be notified in the event that any complaint or appeal will take longer than 60 days to finalise.
 - At the conclusion of the complaint or appeal the student will be given a written statement of the outcome, including details of the reasons for the outcome and the record of the complaint and outcome will be placed in the student file.
- A student's enrolment must be maintained whilst a complaint or internal appeal is in progress and the outcome has not been determined except in cases where the Institute is intending to defer or suspend a student's enrolment due to misbehaviour or to cancel the student's enrolment.

External Appeal

- Students should note that in most cases, the purpose of the external appeals process is to consider whether the Institute has followed its policies and procedures, rather than make a decision in place of the Institute.
- There are a number of external bodies students can contact if they are not satisfied. For example: National Student Ombudsman, National Training Complaints Hotline or the Australian Skills Quality Authority (ASQA) or other recognised external body of the student's choice. (Relevant to your State or Territory).

Further Action

The right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the *Australian Consumer Law* if the *Australian Consumer Law applies*. Also, these procedures do not circumscribe an individual's rights to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies.

Student Wellbeing

The Institute wishes to ensure that all students are supported in their studies to the fullest extent possible, thus any student who is experiencing any difficulties with their studies should see their trainer or administration. Furthermore, students seeking advice on any matters may make an appointment to see their trainer who will be able to direct you to the most appropriate support person (CEO or Training Manager) in the Institute who can refer you to an outside agency if the Institute is unable to provide the support needed.

We will also provide free referral to a qualified counsellor if requested by the student. Any costs are to be borne by the student for this service.

Student Selection – Access, equity, equal opportunity

Students are individually interviewed and assessed on their eligibility for the service being provided. Students will not be denied access to services where they are deemed eligible. To achieve these aims the Institute will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of under-represented groups;

- Provide training programs and services that are accessible to all people in an environment that is free from harassment;
- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals;
- **All staff employed** by the Institute adhere with our access and equity requirements.

Employment and Guarantees

- Prior to enrolling please discuss your employment prospects and aspirations with our staff to ensure the course you enrol in is best suited to you. The Institute does not guarantee any employment outcomes.

Student Support

- Prior to completion of enrolment the Institute determines the support needs of individual learners and provides access to the educational and support services necessary for the learner to meet the requirements of the course within the Institute's capacity to do so.
- The primary mechanism for ongoing student support is through the Trainers/Assessors and Administration who are responsible for responding to requests for assistance from students.
- Students requiring assistance outside the capability of these staff will be referred to the appropriate Institute staff member and/or CEO, or to an appropriate external support provider if this is considered appropriate.
- To ensure fair and equitable access to educational opportunities so that no learner is at a disadvantage, the Institute will aim to provide, based upon resources and organisational priorities, appropriate arrangements for students with:
 - Language and Literacy support
 - Technology support
 - Accessing online course work support
 - Disability or impairment support
- Although there is no charge for referral, the cost of any external organisation providing learning support to the student in any of the above areas will be at the expense of the student.

Language, Numeracy and Technology

The Institute aims at all times to provide a positive and rewarding learning experience for all of its students. The enrolment form requests information regarding each student's English requirements or any other special learning needs. In the event of an issue, the Institute will contact the student to discuss their requirements.

Students must ensure that they have discussed any concerns they may have about their capacity to participate because of any language, numeracy or technology difficulties or any other issue, prior to completing your enrolment.

At any time, if an issue is identified by Institute staff or requested by a student, a language, numeracy or digital literacy test may be provided to assess the student's ability. This process is to ensure that all students who undertake a training program possess the skills required to understand the presented material and complete assessments.

Accessing Online Course Work

Studying or completing RPL online offers many benefits including being able to study when you have the time, studying from home rather than attending classes and being able to adjust your study to suit your lifestyle and other commitments. You will need to be *self-motivated* and directed to ensure you remain on track. Any support needs that arise throughout your course should be mentioned to your trainer or Administration as soon as you become aware of any issues which may affect your study. The following support is here for you:

- Email, SKYPE, Phone: Your trainer may be contacted by email if you are unable to attend the scheduled Webinar and/or if you require any further assistance.
- Buddy Groups: You are encouraged to form 'buddy groups' with other students to share ideas in a more informal manner.
- Face-to-Face: We offer web-based face-to-face meetings with trainers if you require additional support.
- Clear Instructions: Full and clear assessment instructions are provided in the Assessment Tasks and RPL Evidence requirements (don't hesitate to contact your trainer if you have any questions).
- Course Progress: Your trainer will monitor your progress to make sure you are keeping on track, and we will contact you to discuss any issues you may be having in managing your time, or other concerns you may have, if required.

As special needs extend to more than physical or learning difficulties, trainers/assessors also consider the best approach when dealing with learners such as low literacy, low technology skills, lack of confidence or non-English speaking background.

If you need additional support with assessment for any of these reasons, talk to your trainer/assessor who may be able to make adjustments to your assessment to help.

If it is not possible or appropriate to make the adjustment, your trainer/assessor will let you know before the assessment takes place.

Disability or Impairment

When completing your Enrolment Application, you will be asked a series of questions including if you have any disability that may require support to be provided to you by the Institute within our abilities and expertise. The Institute is required to gather this information on behalf of the National Centre for Vocational Education and Research (NCVER).

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses. See explanations below:

Hearing/deaf: Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

Physical: A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

Intellectual: In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

Learning: A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

Mental illness: Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

Acquired brain impairment: Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

Vision: This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

Medical condition: Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

Other: A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.

Useful websites for Language and Technology Support

- Language and literacy classes

<https://www.qld.gov.au/education/further-ed/short-courses/literacy>

Look into the following options to help improve your language and literacy skills:

- The Adult Migrant English Program (AMEP)

<https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program>

The Adult Migrant English Program (AMEP) is a free service to help eligible migrants and humanitarian entrants improve their English language skills and settle into Australia

- Skills for Education and Employment (SEE) Program
<https://www.dewr.gov.au/skills-education-and-employment>

The Skills for Education and Employment (SEE) Program is an Australian Government program that delivers free language, literacy, numeracy and digital skills training to eligible Australians. There are 2 different streams:

1. General: Skills training offering both accredited and non-accredited training, providing more support for learners and includes workplace-based training options.
2. First Nations: dedicated to whole of community skills training delivery to First Nations people. Participants have the opportunity to improve their LLND skills, which may lead to experiencing other benefits such as participating in work or further study; improving cultural, social and emotional wellbeing; higher levels of empowerment and self-actualisation; and improving the capacity and economic development of their community.

Health and Safety

Accidents and First Aid

All accidents must be reported at Reception. Follow-up will be completed by the following day to ensure the student's wellbeing. In the event of a student requiring first aid, a trainer or staff member will administer first aid and the student must complete an Incident Form. Should medication be required, students will be referred to a medical assistant and if necessary will be accompanied by a staff member. In the case of an emergency staff will call an ambulance and stay with the student until it arrives.

Critical Incidents – inform the Institute IMMEDIATELY

A critical incident is defined as a traumatic event, or threat of such (within or outside of Australia) which causes extreme stress, fear or injury. Critical incidents could include:

- Missing students
- Verbal or psychological aggression
- Death, serious injury or the threat of these
- Natural disaster
- Issues such as domestic violence, sexual assault, drug or alcohol abuse.
- Non life-threatening events that could still be classed as critical incidents.

When a critical incident occurs, students can call immediately on **1800 367 732** and ask for help.

If the incident is life threatening students should call **Emergency Services on 000** immediately.

Helpful safety tips

The Institute is committed to providing you a safe environment in which to participate in training and assessment. The following guidelines are provided as a basis for safe practice when in a classroom training environment:

- know and observe details of emergency response and evacuation plans.
- report all potential hazards, accidents and near misses to the Institute staff;
- keep training and assessment areas neat and tidy at all times;
- seek assistance if you volunteer to lift items e.g. move furniture in a training area;
- observe hygiene standards particularly in eating and bathroom areas.
- report safety concerns to an Institute staff member immediately.

Unsafe locations

Every city across the globe has some areas that may not be safe. In your home city, you probably know of these areas and know how to avoid them. If you are not familiar with the areas to be careful of, you can check with a Trainer or a staff member.

Fire safety

If required, the Institute will communicate the procedures involved in evacuation and the location of fire equipment to students during student orientation. Students are to be familiar with the location of all EXITS and fire extinguishers. An Emergency Evacuation Map is located at our Campus.

Computer Ergonomics

- *Why computer ergonomics?*

Many people spend hours a day in front of a computer without thinking about the impact on their bodies. They physically stress their bodies daily without realising it by extending their wrists, slouching, sitting without foot support and straining to look at poorly placed monitors. Ergonomics is a field of study that attempts to reduce

strain, fatigue, and injuries by improving product design and workspace arrangement. The goal is a comfortable, relaxed posture.

- **Arrange Your Workstation:**

Every time you hop on the computer, take time to adjust workstations that aren't quite right in order to minimise awkward and frequently performed movements.

- **Adapt Laptops:**

Laptop computers are not ergonomically designed for prolonged use. The monitor and keyboard are so close together that they cannot both be in good positions at the same time. For prolonged use, it's best to add a separate monitor and keyboard. The laptop can be placed on books so the top of the screen is at eye level, then use an external keyboard so that your elbows can rest at 90° by your side.

- **Modify Your Body Mechanics:**

Do you wear eyeglasses? Make sure they fit properly to avoid tilting your head. Type with light strokes and try to keep your muscles relaxed. Sit "tall," aligning your ears, shoulders and hips. When you sit, think about making yourself an inch taller. Switch hands when using a mouse or keypad if you are able. Completely rest your wrists during breaks, including taking your hands off the mouse or keypad.

- **Adjust Your Work Patterns:**

Reduce prolonged computer time whenever possible. Break work into smaller segments and switch between tasks that use different motions. For example, alternate use of mouse with reading and searching the web.

Move! Movement has many benefits: it relaxes tissues, lubricates joints and prevents stiffness, improves circulation, reduces fatigue, and builds stamina. One study showed that heavy computer users who successfully avoided computer-related pain moved every 7 minutes. At least every 10 minutes, take a short (10-20 second) break. Take your hands off the keyboard and move! Every 30-60 minutes, take a brief (2-5 minute) break to stretch and/or walk around.

Legislation

Relevant legislation and information

A range of legislation and information applicable to staff and students includes:

| | |
|--|--|
| Complaints or problems | www.trainingombudsman.qld.gov.au |
| Employment information | www.fairwork.gov.au |
| Equal opportunity/anti-discrimination | www.adcq.qld.gov.au |
| Australian Human Rights Commission (age, race, disability, sex discrimination) | https://humanrights.gov.au |
| Workplace Health & Safety | www.worksafe.qld.gov.au |
| Regulation of Training Organisations (RTOs) | Australian Skills Quality Authority |

There may be additional, course-specific legislation that is relevant. Information about this legislation will be communicated during the course.

Records and Privacy

Each individual student will have a personal file for storage of their records. This will be stored in a secure manner. Students may apply to the CEO in writing to gain access to their individual records. Depending on the type of record, students must view their records at the Institute and cannot take records away from the site. The release of information will be the decision of the Institute.

Students, by enrolling in a program with the Institute, hereby authorise the organisation to provide information about the students' enrolment, and course completion for the strict purposes of external reporting required to comply as an RTO within the Australian Government VET Quality Framework. In addition, students hereby authorise the Institute to confirm a student's USI with the Registrar. In all other cases, the Institute will seek authorisation from students to provide information to a 3rd Party, except as required by law.

The Institute operates in compliance with Privacy Act 1988 and The Australian Privacy Principles (APPs) of 2014. The Australian Privacy Principles (APPs) are the 13 legally binding guidelines under Australia's [Privacy Act 1988](#) that dictate how Australian government agencies and many private organisations must handle personal information. These principles cover aspects such as the transparent management of information, data collection,

use and disclosure, data quality, security, and individuals' rights to access and correct their data. They ensure that personal information is handled responsibly, securely, and with respect for individual privacy.

All staff has current knowledge of privacy policies as they relate to the Institute. We will ensure that all required procedures are followed to ensure your right to privacy.

USI Privacy Notice

<https://www.usi.gov.au/about-us/privacy/privacy-policy>

RTOs must comply with the *Student Identifiers Act 2014* and *Privacy Act 1988* to collect, use, and disclose USI data securely. RTOs must obtain written or verbal consent to create/search a USI, provide a privacy notice to students, restrict staff access to sensitive info, and destroy identification documents promptly after use.

Unique Student Identifier (USI).

Key Privacy Obligations for RTOs regarding USI:

- **Consent & Notification:** Before collecting a USI or creating one on behalf of a student, the RTO must obtain consent and provide a privacy notice.
- **Secure Handling:** RTOs must protect personal information from misuse, loss, unauthorized access, or disclosure.
- **Access Control:** Only authorised staff should access student data, and only with permission to verify or view records.
- **Document Destruction:** If an RTO collects personal identification documents (e.g., driver's license, passport) solely to apply for a USI, that information must be destroyed as soon as possible after the application.
- **Record Retention:** USI records and enrolment-based consent should be retained in accordance with the Standards for RTOs (often for 30 years)

The Institute's Privacy Notice

<https://www.dewr.gov.au/national-vet-data/resources/national-vet-data-policy>

Why we collect your personal information:

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us. If you do not accurately provide the requested information we may not be able to complete your enrolment or provide you with a Certification at the end of your course.

How we use your personal information:

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information:

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector. We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How NCVER and other bodies handle your personal information:

NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, state and territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation

- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/vet-privacy-notice>.

Surveys:

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information:

At any time, you may contact the Institute at admin@gcinstitute.qld.edu.au to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

Emergency Numbers and Contact Details

POLICE 000
AMBULANCE 000
FIRE 000

1. Dial 000 and request the service that you need.
2. Remember to remain as calm as you can.
3. Speak clearly and give the requested details.

Helpful Contacts

| Type of Service | Name of Service | Telephone Number |
|---|--|--|
| Abortion and Grief Counselling | Abortion and Grief Counselling | 1300 363 550 |
| AIDS advice and Counselling | AIDSLINE | 1800 133 392 |
| Alcohol and Drug Counselling | Alcohol, Tobacco and other Drug Services | 1800 177 833 |
| Animal Diseases | Emergency Animal Disease Watch | 1800 675 888 |
| Australian Search and Rescue | Australian Search and Rescue | 1800 815 257 |
| Community Contact Centre | Community Information | 1300 369 003 |
| Coroner's Office | Office of State Coroner | (07) 3239 6193 |
| Crisis Care | Crisis Care | 1800 177 135 |
| Domestic Violence | Domestic Violence 24x7 | 1800 811 811 |
| Drug Counselling | Family Drug Support | 1300 369 186 |
| Funeral Director | Australian Funeral Directors Association | (03) 9859 9966 |
| Grief Counselling/ Suicide Prevention | Salvation Army | 1300 363 622 |
| Hospital | Royal Brisbane Hospital | 07) 3646 8111(24 hrs) |
| Learning Disability | SPELD (office closed on Fridays) | 1800 671 114 |
| | Dyslexia Association of Brisbane | 07 3846 1559 |
| Literacy & Numeracy Support Centres | Metropolitan South Institute of TAFE | 1300 657 613 |
| Lifeline | General Counselling | 131 114 |
| Local Embassies or Consular Representatives | Department of Foreign Affairs and Trade | 1300 555 135 |
| Mental Health Support | Beyond Blue | 1300 22 4636 |
| Poison Information | Poison Information Centre | 13 11 26 |
| Physical Impairment | The Independent Living Centre | 1300 885 886 |
| | Mobility Services | www.yourcare.com.au |

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|---------------------------------------|--|--------------|
| Pregnancy | Crisis Pregnancy | 1800 650 840 |
| Problem Gambling Counselling | Gamblers Anonymous | 1800 002 210 |
| Quit Smoking | Quit Line | 131 848 |
| SEEK Employment | www.seek.com.au | Online |
| Sexual Assault | Centre Against Sexual Assault | 1800 806 292 |
| Spinal Injuries | Spinal Injuries Association | 07 3391 2044 |
| Suicide Help | Suicide Helpline | 13 11 14 |
| Translating and Interpreting Services | QLD Government Telephone Interpreters | 131 450 |
| Vision Impaired | Queensland Blind Association | 07 3848 8888 |
| | Vision Australia Brisbane | 1300 847 466 |