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

Student Handbook Contents

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 – 5.00 pm 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 GC 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	17	12 months	6 months	160 hours	Theory workbooks, Pre-recorded webinars, tutorials, practical, research, independent study	Workbook Activities, Questions, Projects, (simulated and workplace based), 3rd Party Reports
CHC30113 Certificate III in Early Childhood Education and Care	18	12 months	6 months	120 hours		
Please note: CHC30113 Certificate III in Childhood Education and Care has been superseded by CHC30121 Certificate III in Early Childhood Education and Care. Training, assessment and certification issuance period for CHC30113 ends on 20th January 2023.						
CHC50121 Diploma of Early Childhood Education and Care	15	12 months	6 months	280 hours	Theory workbooks, Pre-recorded webinars, tutorials, research, independent study	Workbook Activities, Questions, Projects, (simulated and workplace based), 3rd Party Reports
CHC50113 Diploma of Early Childhood Education and Care	28	18 months	6 months	240 hours		
Please note: CHC50113 Diploma of Early Childhood Education and Care has been superseded by CHC50121 Diploma of Early Childhood Education and Care. Training, assessment and certification issuance period for CHC50113 ends on 20th January 2023.						
CHC33015 Certificate III in Individual Support (Ageing)	13	12 months	6 months	120 hours	Theory workbooks, research, independent study	Written Questions, Projects, Case studies, 3rd Party Reports
CHC33015 Certificate III in Individual Support (Disability)	13	12 months	6 months	120 hours		
CHC43015 Certificate IV in Ageing Support	18	12 months	6 months	120 hours	Theory workbooks, research, independent study	Written Questions, Projects, Case studies, 3rd Party Reports
CHC43115 Certificate IV in Disability	14	12 months	6 months	120 hours		
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 GC Institute 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.
- GC 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 complete an Attendance Record to show the completion of hours.

Qualifications requiring work placement are:
- **CHC30121 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. You must provide the logbook evidence to your trainer at the completion of your work placement.
- **CHC30113 Certificate III in Early Childhood Education and Care** students must complete a minimum of 120 hours in a regulated education and care service that offers the full range of services required to complete your study. You must provide the logbook evidence to your trainer at the completion of your work placement.
- **CHC50121 Diploma of Early Childhood Education and Care** 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. You must provide the logbook evidence to your trainer at the completion of your work placement.
- **CHC50113 Diploma of Early Childhood Education and Care** students must complete at a minimum of 240 hours in a regulated education and care service that offers the full range of services required to complete your study. You must provide the logbook evidence to your trainer at the completion of your work placement.
- **CHC33015 Certificate III in Individual Support (Ageing) or (Disability)** students must complete a minimum of 120 hours of direct support work in an aged care, home and community, disability or community service organisation that offers the full range of services required to complete their course.
- **CHC43015 Certificate IV in Ageing Support** students must complete a minimum of 120 hours of direct support work in an aged care, home and community, disability or community service organisation that offers the full range of services required to complete their course.
- **CHC43115 Certificate IV in Disability** students must complete a minimum of 120 hours of direct support work This unit applies to workers in varied disability service contexts.

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. Pre-recorded Webinars
  c. On-line Tutorials:
     - Although not compulsory it is strongly recommended for you to attend and/or view as they provide additional support and guidance in relation to completing your assessments.
     - Please note, tutorials are recorded and made available for future viewing in a video format through the Institute's You Tube channel which can only be accessed by enrolled students.
     - In taking part in any online tutorial, you acknowledge and agree that the Institute may post the recording on their You Tube channel for students to view.
- Practical:
  a. Work placement
  b. Simulated environment
- Assessment:
  a. Theory assessments contained within student on-line resources
  b. Practical assessments competed by:
     - Observations by the workplace supervisor/manager
     - Practical assessment task evidence (photos, videos, documents etc) uploaded by student

Mode of Delivery – RPL
RPL is presented through the following modes of delivery:
- RPL Assessment
  – Online RPL resources
  – 3rd Party Reports
  – Face-to-face (e.g.: Skype/Zoom or similar), telephone, email support
- 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 GC 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 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 students control, such as serious illness or death of a close family member to explain the non-attendance at the assessment
- 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 and in addition, independent random checking of assessment occurs with an outside experienced compliance consultant.

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 no special arrangements with any Australian University and there is no guaranteed entry into University programs. As a general rule students with high marks will have the best chance of being accepted by a University.

Credit transfer
Credit transfer applies to situations where students have completed units identical to those they are currently enrolled for at 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 by Department of Employment, Small Business and Training (DESBT) 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.*

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. GC 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 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 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 computer-based evidence requirements and tasks which are uploaded into the learning management system when completed. These are then accessed online by GC Institute's assessors. Candidates will be supplied with evidence requirements and tasks which are to be completed in specified time frames and submitted online.

Awards to be issued
Students completing all assessment requirements for a qualification will be awarded a certificate 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 to 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 Campus.

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:
- There are no entry requirements for this qualification.
- However, GC Institute require students would possess reading, writing, numeracy and literacy 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.

CHC50121 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.
- 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.

CHC30113 Certificate III in Early Childhood Education and Care, CHC50113 Diploma of Early Childhood Education and Care:

- There are no formal pre-requisites for entry into these programs, however, students must have access to a regulated education and care service 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 (or equivalent).
- CHC50113 Diploma of Early Childhood Education and Care - it would be useful if the student held some prior qualifications within child care but it is not mandatory.
- GC 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.

CHC33015 Certificate III in Individual Support (Ageing) or (Disability), CHC43015 Certificate IV in Ageing Support, CHC43115 Certificate IV in Disability:

- There are no formal pre-requisites for entry into these programs, however, students must have access to at least one aged care, home and community, disability or community service organisation in order for them to provide direct support 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 be able to (depending on which course you are enrolling in):
  - Provide a National Police Clearance Check issued within the past 12 months upon enrolment. Alternatively 'proof' the Police Check has been applied for (e.g. email receipt etc). The student will have one (1) month from the date of enrolment to provide the Police Clearance. If 'Not Approved' the student's enrolment will be cancelled. If the student has received Log-in details, as per our Refund Policy - No refund will be provided as the course will be deemed to have started.
  - Provide a Working with Children Check, or equivalent in your State or Territory (only if required by the workplace). It is the workplace's responsibility to advise the student if this is required and it is the student's responsibility to arrange.
  - Provide a Yellow Card (Queensland) or equivalent in your State or Territory (only if required by the workplace). It is the workplace's responsibility to advise the student if this is required and it is the student's responsibility to arrange**.**
  - GC 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.

BSB50120 Diploma of Business, BSB50820 Diploma of Project Management:

- There are no formal pre-requisites for entry into these programs.
- However, GC 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.
- The "Student USI Fact Sheet" may be provided to students to assist them when creating their USI numbers. This is located at www.usi.gov.au
- The USI application is to be completed by the student prior to or at enrolment.

English Language Requirements
See your course brochure for specific details relating to your chosen course.
Students complete an English skills self-assessment before they start their course and in addition, if evidence of insufficient literacy/numeracy ability to undertake the course is evident throughout the enrolment process, the

Institute may request the student to undertake an LLN diagnostic test and/or refer the student to a specialist LLN support agency.

Orientation
Students will undertake an online orientation before they commence their course.

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). It is a requirement of Clause 7.3 of the Standards for Registered Training Organisations (RTOs)2015 that states:
7.3 Where the RTO requires, either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of $1500 (being the threshold prepaid fee amount), the RTO must meet the requirements set out in the Requirements for Fee Protection in Schedule 6.
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		Course Materials Included	RPL Fee-For-Service	RPL Funded	
		No Concession	With Concession			No Concession	With Concession
CHC30121 Certificate III in Early Childhood Education and Care	$3,456	$34	$17	✓	$3,456	$34	$17
CHC30113 Certificate III in Early Childhood Education and Care	$3,510	n/a	n/a	✓	$3,510	n/a	n/a
CHC50121 Diploma of Early Childhood Education and Care	$6,202	$30	$15	✓	$6,202	$30	$15
CHC50113 Diploma of Early Childhood Education and Care	$6,405	$30	$28	✓	$6,405	$30	$28
CHCSS00072 Building Inclusive Practices Skill Set	$2,471	$8	$6	✓	$2,471	$8	$6
CHCSS00074 Child Protection Skill Set	$1,239	n/a		✓	$1,239	n/a	
CHC33015 Certificate III in Individual Support (Ageing)	$2,500	n/a		✓	$2,500	n/a	
CHC33015 Certificate III in Individual Support (Disability)	$2,500	n/a		✓	$2,500	n/a	
CHC43015 Certificate IV in Ageing Support	$2,800	n/a		✓	$2,800	n/a	
CHC43115 Certificate IV in Disability	$2,800	n/a		✓	$2,800	n/a	
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 GC Institute to assist students to pay their fees as follows:
Payadvantage – Direct Debit payments:

- The following fees will be incurred by the student:
  - $0.88   Per direct debit from your Bank account (BSB and Account Number)
  - $5.50   Per Dishonour fee (if 2 consecutive dishonours occur GC Institute may cancel your enrolment).

- Payadvantage is an independent organisation to GC 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 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 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 process doesn't 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.

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	Fair Work Australia
Equal opportunity/anti-discrimination	www.adcq.qld.gov.au
Workplace Health & Safety	www.worksafe.qld.gov.au
RTO registration	Australian Skills Quality Authority

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

RTO Privacy Policy

All information shared is kept in the strictest confidence by the Institute and is available on request. In some cases we are required by law to make student information available to external agencies as outlined below. In all other cases the Institute will seek the written permission of the student for such disclosure.

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.

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 Education, Skills and Employment (DESE), 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.

DESE 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 DESE will handle your personal information, please refer to the DESE VET Privacy Notice at https://www.dese.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 GC 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

Use of personal information
Any information gathered will only be utilised for the purposes of delivery of training and assessment services and compliance requirements according to relevant government and regulatory bodies. Each individual student will have a personal file for storage of training records. Student training documentation will be stored in a secure manner (e.g., individual files in locked cabinets; electronic files with access by password). Students can access personal information held by the Institute and may request corrections to information that is incorrect or out of date. Students must apply to the Institute in writing (e.g.: email) if they wish to access to their records. The release of information will be the decision of GC Institute.

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
- 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 is provide it 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, 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 GC Institute that is out of bounds to students
- Not engaging in copyright breaches, cheating or plagiarism

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. If the matter still cannot be resolved satisfactorily for all parties, the following Formal process will commence.

During the Informal Process, a member of the Institute 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.

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 revolved within the timeframe, the Institute is able to proceed with the cancellation of the student's enrolment. (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 5 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 procedure to settle any disputes that may arise, including an external appeal.

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 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.

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 GC 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 Formal 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 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.

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.

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, where the participant is studying with, or employed by, an educational institution.

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.

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.

Student complaints and appeals

If you have a complaint or appeal you should take the following steps:
1. Contact the Institute to obtain a copy of the complaints and appeals procedure and the application form.
2. Complete the application form and lodge it with Administration.
3. The Institute will follow up the complaint and contact you.

- Students who are concerned about the conduct of the Institute are encouraged to attempt to resolve their concerns using this procedure.
- The procedure will be implemented at no cost to the student.
- The procedure will commence within 5 working days of the formal lodgement of the complaint or appeal and supporting information.
- For all complaints or appeals (except informal complaints) 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.
- Students will be advised within 10 working days of the completion of the resolution phase of their right to access an external complaints and appeals process if they are not satisfied with the internal outcome.
- 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.

- Appeals against an assessment result must be lodged within five (5) working days of the assessment decision using the Complaints and Appeals form.
- 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, internal appeal and external 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
- If the complainant is dissatisfied with the outcome of their appeal, they will be advised within ten (10) working days of concluding the internal review that they may lodge an 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.
- The external person to hear a student complaint on behalf of a student is to be engaged from the Queensland Training Ombudsman www.trainingombudsman.qld.gov.au Freecall: 1800 773 048 or the National Training Complaints Service Call: 13 38 73 www.education.gov.au/NTCH
- If the above bodies are unable to assist, for issues surrounding consumer protection, students may access the Queensland Office of Fair Trading or The Australian Competition and Consumer Commission.

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.

Health and Safety

The national Work Health and Safety (WHS) Act 2011 requires that the employers' duty of care is to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others in the work place. This includes the provision of:
- a workplace that is safe to work in, with working procedures that are safe to use.
- adequate staff training including topics such as safe work procedures, infection control procedures and appropriate hygiene.
- properly maintained facilities and equipment, including the provision of personal protective equipment such as gloves, eye protection and sharps containers where required.
- a clean and suitably designed work place with the safe storage of goods such as cleaning chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:
- Maintain a safe, clean and efficient, working environment.
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations.
- Store and dispose of waste according to health regulations.
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage.
- Check all equipment for maintenance requirements.
- Refer equipment for repair as required.
- Store equipment safely.
- Identify fire hazards and take precautions to prevent fire.
- Safe lifting and carrying techniques maintained.
- Ensure student safety at all times.

- Ensure procedures for operator safety are followed at all times.
- All unsafe situations recognised and reported.
- Implement regular fire drills and provide first aid courses to all staff and participant.
- Display first aid and safety procedures for all staff and participants to see.
- Report any identified Workplace Health and Safety hazard to the appropriate staff member as required.

Accidents and First Aid

All accidents must be reported at Reception. Follow-up will be completed 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 **07) 5500 5355, 07) 5500 5244 or 1800 367 732 and** ask for help.

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

Helpful safety tips

Our 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 the 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

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

First aid

Provision for first aid facilities is available on Campus. All incidences must be reported to Institute staff. The incident and any first aid provided must be recorded by staff involved.

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.

Student Support

- Prior to enrolment and/or at commencement, whichever comes first, 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.
- The primary mechanism for 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.
- Students are provided information on how to access the student support services within the Institute.
- To ensure fair and equitable access to educational opportunities so that no learner is at a disadvantage, GC Institute will aim to provide, based upon resources and organisational priorities, appropriate arrangements for students with:
    - Language and Literacy requirements
    - Hearing Impairment
    - Visual Impairment
    - Physical Impairment
    - Intellectual Impairment
    - Learning Disability
    - Mental Health requirements
- 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.
- Each student studying will have access to experienced Trainers and Assessors in the event you experience any difficulties or have any questions.

- *Disability Supplement*
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 PTA within our abilities and expertise. PTA 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.

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.

- *Language, Literacy and Numeracy (LLN)*

GC Institute aims at all times to provide a positive and rewarding learning experience for all of its students. The enrolment form requests provision of information regarding each student's English requirements or any other special learning needs. In the event of LL&N becoming 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, Literacy or Numeracy difficulties or any other issue, prior to commencement and throughout their course with their trainer or CEO. Advise us as soon as you become aware of any issues which may affect your study, including LLN needs.

GC Institute recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by GC Institute staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

GC Institute will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of GC 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

- *Disagreements and misunderstandings*

Confidential help and support will be provided at each step of the process. If you are unhappy with academic decisions or any issues directly related to the successful completion of your course, you may wish to discuss a problem, lodge a written complaint, or access independent mediation to resolve a dispute. The process for this is outlined in our Complaints and Appeals policy in this Handbook.

- *Welfare and Guidance*

GC 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 another member of staff. Furthermore, students seeking advice on Welfare or Guidance on other matters may make an appointment at any time to see their trainer or CEO for free advice relating to study on:
- managing time
- setting and achieving goals

- motivation
- ways of learning
- coping with assessments
- looking after yourself

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.

Access and equity

GC Institute recognises that particular groups of people in society have experienced and continue to experience, institutional disadvantage and unequal educational outcomes. Students will be individually interviewed and assessed on their eligibility for the service being provided. Selection will comply with equal opportunity legislation. Students will not be denied access to services where they are deemed eligible for. To achieve these aims the GC 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 access to a broad range of high quality support services that account for the diversity of clients;
- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals;
- All staff employed by GC Institute will adhere with access and equity requirements in order to:
  – comply with national and state legislation and policies;
  – meet national and state reporting requirements; and
  – model and improve performance to better achieve access, equity and diversity objectives

Employment

- 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. GC Institute do not guarantee any employment outcomes.

Online courses progress

- To study online requires self-discipline, good time management and motivation. Please discuss this option with GC 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 in a timely manner. Our Learning Management System will flag students who are not progressing and if so, GC Institute will contact you directly to discuss your options.
- Students 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 will be subject to the Institute's discipline and cancellation processes if course progress is not maintained.
- Students may apply to suspend or extend their course for up to two (2) months.
  - Applications must be made in writing using the Institute's Extension Form.
  - Applications must be made at least three (3) days prior to the commencement of the suspension/extension and are subject to approval.
  - Students must abide by the recommencement date on the form otherwise the Institute's Cancellation process will commence.
  - Students must maintain any instalment payments through the suspension/extension.

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
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