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CODE OF PRACTICE

This Code of Practice has been developed to provide students and clients with a commitment to the maintenance of high standards in the provision of vocational education and training and other client services.

Our standards of quality are in compliance with the Australian Quality Training Framework (AQTF)

The Code of Practice is available to all clients and is enforced by all at Applied Education.

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ACCESS and EQUITY

Applied Educations commitment to the principles of access and equity in vocational education and training gives practical expression to Department of Education, Science and Trainings (DESTs) goal of improving the knowledge, skills and quality of life for Australians, having regard to the particular needs, of target groups.

In keeping with this commitment Applied Education will strive to ensure that its training and assessment programs are relevant fair and inclusive. Applied Education will achieve this by promoting traineeships to the community in a manner that includes and reflects the diverse client population, to ensure that all prospective students are well informed on the options that are available to meet their individual training needs.

Applied Education will implement fair educational programs and geographic resource allocation practices to maximize the participation of target groups. Applied Education will provide culturally inclusive literacy and numeracy training that meets individual, community and industry needs.

Applied Education is firmly committed to providing equal employment opportunities and educational outcomes for all staff all students. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Applied Education recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and students are not subject to sexual harassment.

WHAT IS APPLIED EDUCATION'S POLICY ON EQUAL OPPORTUNITY?

Applied Education is an Equal Opportunity employer.

Applied Education has in place corporate policies, in accordance with government legislation, which ensure that employees and consultants are not discriminated against.

All employees and consultants are made aware of their obligations under the relevant Commonwealth and State Anti-Discrimination legislation.

Applied Education is committed to preventing unlawful discrimination, sexual harassment, victimisation and vilification in its workplaces. It is also committed to preventing bullying.

Each of Applied Education's workplace participants is required to ensure that they do not unlawfully discriminate, harass, victimise, vilify or bully any other workplace participant.

For the purposes of this policy, a workplace participant is:

- All employees of Applied Education (including non-permanents);
- Contractors to Applied Education;
- Applicants for jobs with Applied Education; and
- People who work in the same workplace but for a different employer.

A failure to comply with this Equal Opportunity Policy may result in disciplinary action up to and including dismissal.

It is the responsibility of all Applied Education management and staff to treat all workplace participants and equipment with courtesy and respect and to behave in accordance with this policy.

Applied Education supports the concept of equal opportunity in employment and is committed to a program, which will ensure compliance with both the letter and the spirit of the relevant legislation.

Applied Education believes all workplace participants should be treated with respect and fairness and that everyone will be afforded natural justice.

Applied Education values and respects the diversity of its workforce. The Company believes that diversity creates a competitive advantage and enhances employee participation.

POLICY OBJECTIVES

The objectives of this Equal Opportunity Policy are to:

- Ensure a work environment free from discrimination, harassment, victimisation and vilification for all workplace participants;
- Ensure that bullying does not occur;
- Provide a procedure for dealing with complaints of discrimination, harassment, victimisation, vilification or bullying if they occur;
- Provide information to all workplace participants in relation to their rights and responsibilities concerning discrimination, harassment, victimisation and vilification in the workplace; and
- Ensure that employment is based on the principle of merit and that employees are not treated less favourably on the basis of an irrelevant characteristic during the course of employment.

WHAT SITUATIONS ARE COVERED BY THIS POLICY?

This policy aims to prevent discrimination, harassment, victimisation and vilification in the workplace. This can occur:

- During recruitment;
- In the course of employment at any location;
- In the termination of employment; and
- At work related functions (e.g. Christmas party);

Further, when using labour hire or temporary staff Applied Education will request that the agencies being used apply non-discriminatory screening and interviewing processes to ensure selection is from a diverse pool of candidates. This ensures Applied Education employs the best person for the position.

WHAT IS UNLAWFUL DISCRIMINATION?

Discrimination is essentially any practice that makes distinctions between individuals or groups, so as to disadvantage some and advantage others. Federal, State and Territory legislation prohibits both direct and indirect discrimination on various grounds.

Direct discrimination is when a person, or group of people, receive less favourable treatment than others on the basis of:

- Personal attributes
 - Age
 - Race
 - Sex
- Personal characteristics, particular to people with one of the above mentioned attributes

Indirect discrimination is the imposition of a condition on a person, or group of people, which, on face value appears not to be discriminatory, however it has an adverse effect on a particular group of people.

A person indirectly discriminates against another person or group when:

- They are required to comply with a particular condition which a substantially higher proportion of people cannot comply
- The condition is not reasonable having regard to all circumstances

Applied Education adheres to Federal, State and Territory legislation, which prohibits discrimination in employment on the following grounds:

- Sex
- Creed
- Mental, intellectual or psychiatric impairment
- Physical impairment, *Disability Discrimination Act 1992 (D.D.A.)*
- Pregnancy or potential pregnancy
- Race, nationality or ethnic origin
- Marital status
- Family responsibilities and status as a parent or carer
- Disability
- Age
- Sexuality/sexual orientation
- Transgender or gender identity

- Trade union activity
- Religion and/or Political opinion
- Medical record
- Irrelevant criminal record
- Physical features
- Breast feeding in the work place
- Lawful sexual activity
- Association with a person who has such characteristics

Discrimination on any of these grounds is prohibited in all areas of employment, including:

- Recruitment
- Terms and conditions of employment
- Access to promotion, transfer or training or other employment benefits
- Unfavourable treatment
- Appropriate workplace behaviour
- Termination of employment
- Commission agents
- Contract workers; and
- Casual and part-time workers

Applied Education aims to provide equal opportunity for all workplace participants and to comply with all anti-discrimination laws.

Discrimination by one workplace participant against another will not be tolerated. A workplace participant who discriminates against another may be subject to disciplinary action up to and including dismissal.

Discrimination can occur either directly or indirectly.

Direct discrimination is any action, which specifically excludes a person, or a group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it because a personal characteristic, irrelevant to the situation, is applied as a barrier. That is, a person, (or group of people) is treated less favourably because they possess a characteristic listed as a reason for discrimination, e.g. age, sex, race, disability or marital status.

Indirect discrimination occurs when an action, policy or practice appears to treat people equally, but actually disadvantages a person or group of people, and those people are disadvantaged because of their sex or their race or one of the other prohibited grounds of discrimination.

Indirect discrimination occurs where there is a requirement, rule, policy, practice or procedure that is the same for everyone but has an unequal effect on particular groups. This type of requirement is likely to be indirect discrimination unless the requirement is reasonable in all the circumstances.

WHAT IS SEXUAL HARASSMENT?

Sexual Harassment is defined as any uninvited, unwelcome behaviour of a sexual nature involving written, visual or physical affront against another person. Sexual harassment may include:

- Requests for sexual favours;
- Leering, unwanted physical contact, wolf-whistles, obscene gestures or noises;
- Persistent requests for a social "date";
- Sending or displaying to other workplace participants pornographic pictures or jokes by email;
- Comments or questions about a person's sex life;
- Offensive posters, pictures or graffiti;
- Sexual jokes, sexually suggestive telephone calls;

Sexual harassment within the Company will not be tolerated and any workplace participant who sexually harasses another will be subject to disciplinary act including dismissal.

WHAT IS VICTIMISATION?

Victimisation is the term used to describe any paybacks, retribution or intimidation associated with a discrimination or harassment complaint. Victimisation refers not only to intimidation of complainants or potential complaints, but also to the alleged harasser or discriminator, witnesses, supporters and those resolving or investigating any complaints.

Applied Education will take all reasonable steps to ensure victimisation does not occur. Workplace participants found guilty of victimisation will be subject to disciplinary action up to and including dismissal.

WHAT IS VILIFICATION?

Vilification is a public act which incites, encourages or urges others to hate, have serious contempt for, or severely ridicule, a person, or group of people because they are (or thought to be) members of a particular group. Acceptable forms of lawful free speech will not include any form of vilification.

Any workplace participant that vilifies another workplace participant will be subject to disciplinary action up to and including dismissal.

RACISM

Applied Education is firmly committed to providing a working teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, it reduces their opportunity to gain a fair share of society's valued resources such as education and employment.

Applied Education recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment free environment.

Applied Education recognises the community's racial and ethnic diversity.

Applied Education expresses unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

BULLYING

Workplace participants are expected to treat each other with dignity and respect. Applied Education values individual differences and expects that all workplace participants will work together.

Bullying is inappropriate behaviour aimed to demean and humiliate workplace participants, either as individuals or as a group. Examples of bullying behaviour include:

- Manipulation;
- Intimidation;
- Belittling remarks;
- Persistent criticisms, nit picking or fault finding;
- Verbal and/or physical abuse;
- Isolation from colleagues;
- Withholding information; or
- Setting unrealistic targets.

Although bullying may not be specifically in breach of anti-discrimination laws, a workplace participant who bullies a fellow workplace participant may be subject to disciplinary action up to and including dismissal.

WHY IS APPLIED EDUCATION INVOLVED?

Anti-discrimination laws and vilification laws place obligations on Applied Education to ensure that it prevents:

- Discrimination
- Harassment
- Victimisation; and
- Vilification

Primarily, the person who discriminates, harasses, victimises or vilifies is liable for their actions. However, Applied Education may be held vicariously liable for the actions of its employees unless it has taken "all reasonable steps" to prevent the discrimination, harassment, victimisation or vilification.

RELEVANT LEGISLATION

Applied Education and its workplace participants are subject in Western Australia, to the following pieces of legislation applying to harassment, discrimination and equal opportunity in the workplace.

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Equal Opportunity for Women in the Workplace Act 1999
- Equal Opportunity Act 1995 (Vic)
- Anti- Discrimination Act 1997
- Spent Criminal Records Act 1991 (NSW)
- Fair Work Act

WHAT IS THE “COMPLAINT HANDLING SYSTEM”?

This Policy sets out the procedure to be followed if a workplace participant wants to make a formal or informal complaint of discrimination, harassment, victimisation, vilification or bullying.

Applied Education will carry out the complaint handling process as quickly as possible given the individual circumstances of the complaint. Applied Education will act on each substantiated complaint.

WHAT IS APPLIED EDUCATION'S POLICY ON CONFIDENTIALITY IN ITS COMPLAINT HANDLING SYSTEM?

A conflict often arises when people want to make complaints but do not want the people about whom they are complaining to know. On the other hand, it is difficult for an employer to take action against an alleged discriminator/harasser unless it can put full details of the complaint to them.

Applied Education wants to prevent any discrimination, harassment, victimisation, vilification or bullying occurring and to stop any discriminatory, harassing, victimising, vilifying or bullying conduct. It also wants to give workplace participants an opportunity to discuss any issues impartially and confidentially, otherwise workplace participants may not feel free to seek assistance or obtain information.

Applied Education also has legal obligations outside anti-discrimination laws to ensure a safe workplace and a safe system of work.

In trying to balance these competing considerations, Applied Education will so far as is possible respect a wish for confidentiality. For example, Applied Education may not take specific action against the alleged discriminator/harasser because the substance of the allegations cannot be established and procedural fairness cannot be afforded. In these types of situations, Applied Education would only be able to take general preventative action and monitor the situation.

However, there will be times when this may not be possible and due to the nature of the complaint Applied Education may be required to act on the information provided.

CUSTOMER SERVICE CODE

"We recognise that the customer is the most vital element of our business, and we seek to understand, anticipate and be responsive to our customer needs."

Applied Education is committed to:

- Answering the telephone within three rings;
- Answering the telephone politely, stating our name with the Applied Education greeting;
- Recognising that customer complaints are our opportunity to show outstanding service in dealing with these complaints, efficiently, effectively and in a friendly manner;
- Constantly thinking of different ways to assist and attain our customers with our new ideas to ensure our training is more effective;
- Recognising that each customer contact is our opportunity to forge a positive and ongoing relationship, as well as demonstrating our abilities to assist and provide outstanding service;

FINANCIAL STANDARDS

1. In the case of student funded courses, Applied Education has measures in place to ensure that students receive a refund of fees for services not provided. This includes services not provided as a result of the financial failure of Applied Education;
2. Applied Education will adopt a refund policy that is fair and equitable both to the student and Applied Education.
3. Applied Education will ensure that the contractual and financial relationship between the student and Applied Education is full and properly documented, and that copies of the documentation are made available to the student. Documentation will include: the rights and responsibilities of the student, cost of training, payment arrangements, refund conditions and any matters that place obligations on the student.
4. In the case where the employer is funding the cost of training, information of such funding will be provided to the trainee at the discretion of the employer only.

STUDENTS CONCERNS, COMPLAINTS AND APPEALS MECHANISM

1. Applied Education ensures that all students will have access to a fair and equitable process for dealing with grievances and will provide an avenue for students to appeal against such decisions, which affect the student's progress.
2. Every effort will be made by Applied Education to resolve the student's grievances. To this end, the Training Manager is the person to refer grievances to. At the time of enrolment this grievance procedure will be outlined to students.

3. Should a student have a grievance they should first bring this to the attention of their trainer. If the issue has not been dealt with to their satisfaction, the next step is to lodge a Notice of Grievance in writing with the Training Manager who will contact the student within twenty-four hours.
4. Where grievances cannot be resolved internally, Applied Education will provide an outside independent person to hear the case.

Student Concerns

Students should advise their training consultant of any concerns that they may have regarding their progress through out their Traineeship or Training Program. Applied Education has a process in place for managing Trainee grievance.

STUDENTS CONCERNS, COMPLAINTS AND APPEALS POLICY

We ensure that:

- All prospective course participants will be provided with a copy of the Grievance Policy and Procedure document.
- All disputes or grievances will be handled professionally and confidentially in order to achieve a satisfactory resolution.
- All parties will have a clear understanding of the steps involved in the grievance procedure.
- Course participants will be provided with details and as efficiently as possible.
- All grievance appeals and outcomes will be documented in writing.
- Applied Education will attempt to resolve any grievances fairly and equitably within five (10) working days.

Procedures

Course participants may raise any matters of concern relating to training delivery and assessment, the quality of the learning, course participant's amenities, discrimination, sexual harassment and other issues that may arise.

The policy provides an avenue for most grievances to be addressed. However in some cases alternative measures need to be explored.

Course participants, who feel they may have been unfairly treated or have not been given the full training that they expected, may follow the procedures listed below.

For training related matters

Steps

- Discuss the matter with your Trainer. If not satisfied the course participant may then:

- Have the matter referred to the Training Manager for consideration. The student must send a letter or email to Applied Education addressed to the Training Manager. Ensuring that they provide sufficient details about themselves and the course, and the circumstances surrounding the grievance. The Training Manager will discuss the circumstances with another Trainer and contact the student with the result within 10 working days of receipt of appeal. (An opportunity to formally present his or her case and a written statement of the appeal outcome, including reasons for the decision will be documented and provided). Please email to: or Mail to: Training Manager, Western Australia.
- Where a grievance cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to mediate between the parties. Applied Education will provide an outside independent person to hear the case. The current independent person is Ken Oaken of Powercor.

For assessment related matters

If you are advised that a Unit is Not Yet Competent, but you believe that

- You genuinely do have the required degree of competency; and
- That you have provided reasonable proof of this to Applied Education

Then you may query or appeal that result.

The process is quite simple, and is allowed by Applied Education to ensure that all students/trainees are fully satisfied with the fairness and accuracy of our assessment processes.

To appeal a decision:

Steps

1. Discuss the matter with the Trainer. If not satisfied the course participant may then
2. Have the matter referred to the Training Manager/ Applied Education Training Committee for consideration. The student must send a letter or email to Applied Education addressed to the Training Manager. Ensure that you provide sufficient details about yourself and your course, and the circumstances. You will need to explain why you feel the Not Yet Competent result is not appropriate, and also send a copy of your original Assessment Task. The Training Manager will have the Assessment Task reviewed by another Trainer and contact you with the result within 14 working days of receipt of your appeal. (An opportunity to formally present his or her case and a written statement of the appeal outcome, including reasons for the decision will be documented and provided). Please email to: or Mail to: Training Manager, PO Box 6013, East Perth WA 6892.
3. Where a grievance cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to mediate between the parties. Applied Education will provide an outside independent person to hear the case.

Applied Education will encourage the parties to approach a grievance with an open view and to attempt to resolve problems through discussion and conciliation. A Corrective Action Record (Form CG) will be raised and filed in the Quality Compliance Folder for future reference.

The matter may be resolved by:

1. Granting the appeal, or
2. Rejecting the appeal, or
3. Referring the matter to an independent external assessor for resolution.
4. A written statement of the appeal outcome including reasons for the decision will be documented and provided.

INTERNAL CUSTOMER SERVICE POLICY

All members of Applied Education have the right to be treated with respect, be free from sexual and racial harassment and rude or impolite behaviour.

- It is the responsibility of all employees to represent Applied Education in a positive light in all circumstances and maintain the confidentiality agreement as prescribed in the contract of employment;
- It is important to maintain a respectful rapport with all external clients, agencies and competitors;
- The Employer has the right to expect that work be completed within a timeframe to the required standard; and
- The Employee has the right to expect to be treated fairly at all times by the employer and to be paid on time.

MARKETING OF EDUCATION AND TRAINING SERVICE

Applied Education will market its educational services with integrity and accuracy, avoiding vague and ambiguous clauses. No false or misleading comparisons will be drawn with any reference to the provider or course. There may be some cases where marketing and promotional activities may be carried out by authorised Government bodies. In these instances permission in writing is obtained by all parties.

OCCUPATIONAL HEALTH AND SAFETY POLICY

Applied Education has in place policies and procedures to ensure that staff, students, visitors and guests are provided with a safe environment in accordance with the Occupational Health and Safety Act (1991).

Mission Statement

Applied Education strives, through a process of continuous improvement, to fully integrate health and safety into all facets of its operations and activities.

Applied Education promotes a proactive health and safety management philosophy based on effective communication and consultation, the systematic

identification, assessment and control of hazards and the encouragement of innovation.

IMPLEMENTATION PROCEDURES

Introduction

Providing and maintaining a healthy and safe work environment is a leadership responsibility. Ongoing support of Applied Education's Health and Safety program is the responsibility of everyone.

RESPONSIBILITIES

Members of Management

Members of Management are held accountable for their performance in managing occupational health and safety in areas under their control.

They must also ensure that adequate provision is made to enable occupational health and safety standards to meet policy objectives. It is Applied Education's policy in the allocation of resources that a high priority should be given to items with significant occupational health and safety implications.

Occupational health and safety issues must be included on meeting agendas at regular intervals.

While the Chief Executive has the final responsibility for the occupational health and safety of staff at Applied Education, all supervisors are responsible for planning, implementing and maintaining occupational health and safety standards and practices in all areas and activities under their control.

This responsibility includes the need to look to the welfare of, and to provide a healthy and safe environment for, their staff, visitors and contractors and to ensure that the standards and practices adopted are in conformity with statutory requirements and the provisions of Applied Education's policy. In particular, it is their role to:

- Lead by example in relation to occupational health and safety standards and awareness;
- Familiarise themselves with the Occupational Health and Safety Act, 1985 and in particular with those sections relating to employer responsibilities and the powers and rights of health and safety representatives;
- Establish occupational health and safety committees and ensure that members attend appropriate training;
- Appoint appropriate safety officers and adequate numbers of emergency personnel and ensure that they receive adequate training;
- Deal with health and safety issues raised by health and safety representatives;

- Consult with the relevant health and safety representatives, where practicable, on all changes which may affect the occupational health and safety of staff, visitors or contractors;
- Ensure that occupational health and safety appears on the agenda of departmental or equivalent meetings at regular intervals, at a frequency consistent with the number of hazards and degree of risk;
- Arrange for occupational health and safety rules to be developed, documented and issued to all staff and where appropriate, visitors and contractors;
- Ensure that all staff, visitors and contractors receive a safety induction that includes information pertaining to emergency response procedures and personnel;
- Ensure that all staff, visitors and contractors receive the appropriate information, instruction and training necessary for them to perform work safely and with the hazards to which they are exposed;
- Ensure that adequate emergency equipment is provided and properly maintained, that regular training in the use of the equipment is carried out and that at least two emergency evacuation exercises per annum take place;
- Ensure that the occupational health and safety implications of all new work and building alterations are fully assessed at the planning stage;
- Ensure that the health and safety implications of new equipment and new materials are fully assessed prior to purchase;
- Ensure that adequate financial provisions are made for occupational health and safety equipment and materials and the maintenance of occupational health and safety standards;
- Ensure that hazard identification and risk assessment procedures are developed, documented and maintained for the use, handling, storage, transport and disposal of equipment, materials and substances, and that appropriate risk controls are implemented and maintained;
- Ensure that the facilities and equipment provided are safe and suitable for the types of work to be carried out and that healthy and safe work methods are developed and adopted;
- Ensure that records are maintained in relation to all of the above;
- Indicate safety compliance as part of staff performance appraisal.

Supervisors

Supervisors have a particular responsibility for ensuring that the work for which they are responsible is carried out in ways which safeguard the occupational health and safety of staff in their charge and contractors that they are supervising managing.

Supervisors should:

- Actively practice and develop in their staff proper attitudes towards occupational health and safety matters;
- Control the risks associated with the work that they supervise using a documented risk management process;

- Ensure that safe work practices are developed and maintained at all times;
- Arrange for their staff to be instructed in safe and healthy work procedures, and ensure that they are fully informed about particular hazards, and to avoid, eliminate or minimize them;
- Ensure that good housekeeping standards are developed and maintained in the areas under their control;
- Ensure that staff under their control use safety equipment provided when required and in a correct manner;
- Gain a knowledge of employer responsibilities and the powers and rights of health and safety representatives under the Occupational Health and Safety Act, 1985, through attendance at an OHSE training course or by other means; and
- Indicate safety compliance as part of staff performance appraisal.

APPLIED EDUCATION staff who engage or manage contractors

The OHS Act states that independent contractors and their employees are to be regarded as employees of the organisation engaging the independent contractor in terms of responsibility for occupational health and safety. Applied Education's staff who engage or manage contractors are therefore responsible for the health and safety of the contractor and the contractor's employees, in relation to all matters over which Applied Education control.

Applied Education staff that engage or manage contractors must therefore ensure that:

- Contractors and their employees receive a site specific safety induction which includes Applied Education's emergency response and incident reporting procedures and information on site specific hazards;
- The equipment and material used by contractors are safe and are used in a manner that does not pose a risk to the contractor(s) or to Applied Education staff and visitors;
- The contractors are not exposed to health and safety risks arising out of the activities of Applied Education;
- The contractors use appropriate personal protective equipment and safety equipment at all times;
- The contractors use safe work methods at all times;
- All contractors have statutory compensation and liability insurance.

Individual

While responsibility for occupational health and safety at Applied Education is a prime function of all levels of management, each member of staff has an overriding moral and legal responsibility for ensuring that his or her own work environment is conducive to good occupational health and safety by:

- Taking action to avoid, eliminate or minimise hazards of which he or she is aware;

- Complying with all occupational health and safety instructions, policies and procedures including departmental safety manuals;
- Making proper use of all safety devices and personal protective equipment;
- Complying with the instructions given by emergency response personnel such as emergency wardens and first aiders;
- Not willfully placing at risk the health and safety of any person at the workplace;
- Seeking information or advice where necessary before carrying out new or unfamiliar work;
- Maintaining dress standards appropriate for the work being done. Appropriate protective clothing and footwear must be worn at all times;
- Consuming or storing food and drink in only those areas designated;
- Being familiar with emergency and evacuation procedures and the location of, and if appropriately trained, in the use of, emergency equipment.

Safety Officers

Management is responsible for appointing a suitable safety officer for the areas under their control.

The safety officer is deemed to be the employer's representative (as required by the OHS Act) at the local level.

Safety Officers should be free to devote as much time as necessary to occupational health and safety matters. All staff should have direct access to their safety officer.

The main role of a Safety Officer is to act as a focal point for all occupational health and safety matters arising at the particular location. Carrying out the role involves:

- Identifying hazards and making recommendations to eliminate or reduce risks associated with those hazards;
- Providing advice on local occupational health and safety matters and obtaining advice on areas outside their expertise from OHSE or other sources;
- Bringing to the attention of occupational health and safety hazards associated with their work;
- Monitoring health and safety standards and compliance with OHS rules, policies and procedures;
- Bringing to the attention of Management unresolved occupational health and safety matters;
- Investigating and reporting on all incidents, injuries and occupational health problems and notifying OHSE of incidents and hazards in line with reporting requirements;
- Assisting with the promotion of occupational health and safety awareness.

ADMINISTRATION

Applied Education will:

Maintain systems for recording student enrolments, attendance, completion assessment outcomes (including Recognition of prior Learning), qualifications issued, grievances and the archiving of records. In the event that Applied Education ceases operation, all records of student achievement of awards (Certificates or Statements of Attainment issued) dating from the school became registered, for all training covered by the registration, will be sent to the OTTE on computer disc.

QUALIFICATIONS

Applied Education will:

- Issue credentials and/or statements of attainment to students who satisfactorily complete the requirements of the accredited courses/endorsed Training Packages within the Scope of registration, Credentials and Statements of Attainment will include the following:
 - Name of the provider as shown on the Certificate of Registration;
 - Name of the person receiving the qualification;
 - Name of the course/Training Package qualification as shown on the Scope of Registration;
 - Date issued;
 - Authorised signatory of the Registered Training Organisation;
 - Where courses are nationally recognised, imprint certificates with the nationally recognised training logo;
 - Identify units of competency on any certification issued in relation to courses based on national competency standards; and
 - Accept and mutually recognise the qualifications and Statements of Attainment awarded by any other Registered Training Organisation.

TRAINING ENVIRONMENT

Applied Education undertakes to:

- Comply with all laws relevant to the operation of a training premises including occupational health and safety and fire safety regulations;

- Ensure the training premises are of adequate size and have adequate heating, ventilation, cooling and lighting; and
- Ensure that training facilities, equipment and other resource materials are adequate for the Scope of Registration and are maintained in good order and repair.

PERFORMANCE MANAGEMENT SYSTEM

Applied Education has implemented a Performance Management System, which allows for accurate measurement of each member of staff's effectiveness, and ability to provide service to the internal and external clients within the resources and constraints that preside.

The concept of this system will highlight where a process has fallen or not met expectations due to a variety of reasons including, but not limited to:

- Lacking skill base of the employee;
- The process was not complete;
- The procedure no longer meets the requirement; and
- A lack of understanding in the processes.

Once this has been highlighted a process of rectifying the issue would be implemented resulting in and not limited to the following possible remedies:

- Implementing a training and development program; and
- Evaluation of the procedure.

The aim of the program is to adjust policy and processes in meeting the needs of the employer, employee, and the requirements of the clients. Within this realm Applied Education is committed to the development of all staff within the area of duty. The area of duty is the development of the skills and abilities for individuals to be able to carry out the assigned tasks and duties within their Job Description Form.

PROVISION OF EDUCATION AND TRAINING SERVICES

1. Applied Education will adopt policies and management practices which maintain high quality professional standards in the delivery of education and training services, and which safeguard the interests and welfare of students.
2. Applied Education will maintain a learning environment that is conducive to the success of students. Applied Education will have the capacity to deliver courses, for which it has been registered, provide adequate facilities and use methods appropriate to the learning needs of students. Applied Education will monitor and assess the performance of its students.
3. Applied Education will ensure that teaching staff are not only suitably qualified but are also sensitive to the cultural and learning needs of students, and will provide training for its staff as required.
4. Assessment practices will be in line with the national assessment principles.

PROVISION OF INFORMATION

Applied Education will supply accurate, relevant and up-to-date information to prospective students covering, but not limited to, the matters listed in this code. Applied Education will supply this information to students before it enters into written agreements with students and will review regularly all information provided to students to ensure its accuracy and relevance.

RECRUITMENT

Recruitment of students will be conducted at all times in an ethical and responsible manner. Offers of course placement will be based on an assessment of the extent to

which qualification proficiency and aspirations of the applicant are matched by the training opportunity offered.

Applied Education will ensure that suitably qualified staff and/or agents assess the education background of the intended students, and provide for the training of such staff and agents, as appropriate. Applied Education observes all modern practices concerning Equal Opportunity issues and makes no discrimination on the basis of age, race, gender, or religious preferences in the application and enrolment of students in any training course.

RECOGNITION OF PRIOR LEARNING (RPL)

All students will be given the opportunity to apply for Recognition of Prior Learning (RPL) for industry skills or life skills, or where credit or credit transfer may apply. *Recognition of Prior Learning (RPL) acknowledges the full range of an individual's skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal study, work experience, employment and other life experiences.*

Students wishing to apply for RPL should speak to their Training Consultant at the time of 'enrolment'. If you wish to apply for Recognition of either your past qualifications or experience you would need to do so within two weeks of enrolment. Your training consultant will provide you with the relevant application form. He/she will also inform you as to the outcomes of units within the course, so that you may decide whether your application is warranted or not.

If you have a prior Qualification or a Statement of Attainment issued under the Australian Qualifications Framework from any state or territory, Applied Education will automatically give exemptions for those units of competency. Credit transfer will be provided.

RPL is assessed against the units of competency in a program based on the completion of one or a combination of the following:

- A. Review of Evidence including relevant Formal Qualifications.
- B. Interviews
- C. Confirmation of Testimonials
- D. Validated Workplace Logbooks
- E. Skills/Challenge testing
- F. Written/Oral reviews

The steps for RPL

1. Student requests recognition at enrolment
2. Appropriate qualification is identified at enrolment
3. Appropriate competency is identified at enrolment
4. Training consultant will advise student of evidence required; The student will be given access to the full curriculum so they can

- clearly identify the learning outcomes or competencies they have to apply;
5. Student collects evidence to support claim for RPL, which must be submitted to RTO within two weeks. An application form should be completed and forwarded, with any supporting evidence, to the training manager.
 6. RTO will then analyse individual experience and qualifications against appropriate learning outcomes/competency statements, the Training Manager and Training Consultant will complete this process.
 7. If claim matches learning outcomes/competencies then full recognition is granted
 8. If claim does not match learning outcomes/competencies then further evidence will be requested, this may also involve an interview where applicant will support his/her case. Further evidence must be supplied within two weeks
 9. If further evidence is not recognised then claim will be rejected, a letter of advice will be forwarded to applicant advising of decision either way
 10. Student may appeal decision and ask for a subject matter expert to make a recommendation, the cost of this further process will be shared equally by the student and Applied Education.
 11. Letter of advice will be forwarded to student outlining the costs of further process. Once student has paid his/her share of cost for further process (*must be received within 1 week of request for payment*). The Subject Matter Expert will be obtained and his recommendation will be heard
 12. Letter of advice of outcome will be forwarded to applicant within two weeks of final decision
 13. Completed RPL Application Form (Form Gx) with attachments will be placed on the students file
 14. Details of the Application recorded on the RPL Register (Form Gz).
 15. Appeal details will be documented in the Corrective Action Record (Form CG) and filed in the Quality Compliance Folder for future reference.

PRIVACY POLICY

Applied Education will ensure that it respects the privacy of students, prospective students and employers by implementing the National Privacy Principles. The National Privacy Principles (NPPs) in the Privacy Act (Privacy Amendment (Private Sector) Act 2000) sets out how private sector organisations should collect, use, keep secure and disclose personal information. The principles give individuals a right to know what information an organisation holds about them and a right to correct that information if it is wrong.

Applied Education will ensure that it operates consistently with the National Privacy Principles and only collects the personal information that is necessary for the conduct of our business, and that we will use that information in the manner for which it was intended.

Students will have access to all information we hold on them, and we will store and use the information appropriately and limit access to only those who have a legal reason to have access to that information, or whom the student has given permission.

Student information will not be provided to anyone else unless we have the permission from the student or are specifically allowed or required to provide the information by law.

For example student information is only given to the following bodies where required:

- DET Department of Education & Training
- ETTE Employment Training & Tertiary Education
- STA State Training Authorities
- Employers where the student is a Trainee

Trainee/student will sign an Authority to Release Form that authorises release of their details.

All employer information obtained will be treated as “commercial in confidence” whether so marked or not.

Applied Education collects personal information solely for the purpose of operating as a Registered Training Organisation under the Australian Quality Training Framework administered by the Western Australian Government who is the registered authority. The requirements of the registering authority may mean the release of your personal information for the purposes of audit.

Under the National Privacy Principles you can access your personal information and you may request corrections of information that is incorrect or out of date. Students who request access to their information will be given full access to the details they want. No cost will be charged for them accessing their information.

While you are undertaking your training program, there will be times when Applied Education and/or its Training Consultant, Business Development Consultant, Administration Officer may need to discuss your situation with others.

Applied Education is required to ask for your permission in writing with reference to release of information, a form titled “Authority to Release Information” (Form HA), will need to be signed prior to the course starting.

QUALITY ASSURANCE POLICY

The quality procedures for the training function clearly identify the lines of responsibility and processes for managing, monitoring and improving all training and support operations and for reviewing student/client satisfaction.

Reporting Relationship

The Training Manager is responsible for, and reports directly to the Training Director of Applied Education for all training and training related issues. Trainers report directly to the Training Manager.

Quality Procedures

Trainers employed by Applied Education must have as a minimum:

- A qualification or competencies to the level being delivered;
- Demonstrated achievement of Category IV in Workplace Training and Assessor Competency Standards;
- Industrial experience that is current and relevant to the particular courses or modules being delivered; and
- Any special qualification/s and experience specified in the curriculum concerned.

From time to time, Applied Education may employ specialist trainers, expert in their field, who will train under the supervision of a Category IV Trainer.

Appropriately qualified staff will assess each course applicant to ensure their suitability and capacity to benefit from the Training Program.

All trainees will be provided with the information listed above (Refer Trainee Information), and receive an orientation program prior to Training Program commencement.

Trainees and staff will participate in ongoing evaluation of each course for the purpose of improvement and meeting client satisfaction. Such an evaluation will be undertaken after commencement and at the conclusion of each Training Program.

The Training Manager, who will apprise the Chief Executive of their findings, will review a summary of the results of each evaluation.

The Training Manager will, together with the Chief Executive, determine any action to be implemented as a result of evaluation.

The Training Manager will ensure that:

- All staff are fully prepared for their duty and have access to the current Training Packages, all the necessary course material, facilities, equipment and support resources; and

- Training and assessment occurs in accordance with the requirements of the accredited course/endorsed Training Package or customised course.

Quality Administration

The Training Manager is responsible for.

- Maintenance and safe backup of records and the record keeping system, qualifications issued, RPL applications, grievances, evidence of quality practices);
- Ensuring full VETTrack reporting capability (as required);
- Compliance with the Conditions of Registration;
- Achievement of the requirements of training contracts;
- Selection of training staff and maintenance of relevant records;
- Professional development;
- Assessment and evaluation strategies;
- RPL assessments; and
- The maintenance of the Scope of Registration including obtaining copyright clearances and ensuring courses are current;
- Advise the State or Territory registering body that has registered it that Applied Education has commenced operations in any other State or Territory within 21 days of commencing the interstate operations and/or within 3 months of ceasing delivery and/or assessment in a location the state or territory of registration;
- Applying to the State or Territory registering body for any extension to scope of registration.

CONTINUOUS IMPROVEMENT POLICY

Policy

The Director will conduct an internal audit of Applied Education compliance with the AQTF Standards and government funding agreements annually or as required. The Director will analyse the internal audit outcomes and all/any non-conformances with the AQTF Standards and government funding agreements and will devise a strategy and time frame to correct any/all non-conformances found.

The Director will collect and analyse stakeholder and client feedback and satisfaction data on the services provided by Applied Education.

The Quality Assurance committee will consider all information received from clients and stakeholders and review its policies and procedures in the light of the information received.

PROCEDURES

Development of Client Satisfaction Survey and Feedback Tools

The Client Satisfaction Survey and other Feedback/Evaluation Tools will be developed by the Director. The agreed Surveys and Feedback Tools will be documented and disseminated on an agreed upon frequency or in line with State Performance Agreement or AQTF requirements.

Client and Stakeholder Feedback

Employers, Students, Trainer/Assessors, Administration staff and other stakeholders are to be asked to complete satisfaction surveys as follows:

Students

- Students will complete a satisfaction survey at the halfway mark of each certificate that he/she is enrolled in with Applied Education. (Roughly 6-8 months after the commencement of each certificate).

Trainer/Assessors

- Trainer/Assessors will complete a satisfaction survey every six months, prior to their performance appraisal.

Client

- Clients will complete a satisfaction survey every six months

Collection of Trainee/Client Satisfaction Surveys

Students will be asked to complete the survey in their own time and submit the survey anonymously. Once they have done this, the student is then requested to contact Applied Education to confirm that they have completed the survey so the administrative staff can document it on their file. Students who do not have internet access will receive a satisfaction survey via mail with a self addressed envelope enclosed.

The feedback is to be summarised on a "response template" as follows:

- Student feedback reviewed by the Director and is made available to Trainer/Assessors
- Client feedback is summarised by Director and attached to the original satisfaction surveys
- Unsolicited feedback received by any member of staff is to be referred to Director who will compile a list of any such feedback
- The Director will convene regular meetings of the Quality Assurance committee to review Applied Educations policies and procedures in the light of all feedback received

- The Directors will advise all Students, Trainer/Assessors of any/all changes to policy and procedures as agreed by the Quality Assurance committee and endorsed by the Directors.

Use, Collection and Security of Client Feedback

- Applied Education will ensure that feedback is used for the appraisal of training conducted and guides future training
- Feedback shall be sought from Trainer/Assessors, Students, and Employers at regular intervals during the traineeship training.
- Feedback shall be provided to Trainer/Assessors to guide future training processes by seeking responses on the degree of program success through the Quality Assurance Committee
- Feedback which indicates discrimination, anti-equal opportunity practices shall be acted upon by the Director immediately
- Feedback shall be maintained in a secure database and hard copies kept in an appropriate and secure Feedback Folder specific to the particular group's feedback
- The Director shall use feedback from the particular groups to enhance training delivery and the quality of the training resources

Client Feedback Survey

Applied Education will maintain records of Client Feedback on Training Delivery, Training and Assessment Resources and Administrative Procedures:

Clients will be asked to complete and submit the survey. Clients who do not have internet access will receive a satisfaction survey via mail with a self addressed envelope enclosed.

- Client feedback on the suitability of training to meet client and Applied Education's needs shall be sought and maintained by the Director during and at the completion of program
- Records of client feedback shall be maintained for the use of the Directors in guiding training resources and process development

Internal Audits

- The Training Director will organise the conduct of an internal audit of Applied Education every 12 months as a minimum or more regularly as required, to ensure compliance with the AQTF standards
- The Training Director will report compliance and non compliance issues and steps to be taken to ensure compliance
- Training Director to conduct random AQTF audits
- The Training Director will implement the Applied Education audit checklist based on the requirements of the AQTF and the performance agreements associated with State government funded Training
- The Training Director will advise all personnel of the date and purpose of the audit to ensure that all necessary documentation is available for audit

- Where policies and procedures are not being adhered to, the Training Director will take appropriate action to ensure those policies and procedures are followed in the future
- Where policies and procedures are lacking or are no longer appropriate to Applied Education operations, the audit report recommendations are referred to the Quality Assurance committee for review
- Applied Education's Chief Executive will review Applied Education's compliance with AQTF Standards at least annually.

A Corrective Action Record (Form CG) will be raised and filed in the Quality Compliance Folder for future reference.

RISK MANAGEMENT

Risk Management is defined as the systematic application of management policies, practices, and procedures to the task of identifying, analysing, assessing, treating and monitoring risk.

Policy

Applied Education must document and implement procedures to:

1. Identify and manage risks concerned with compliance with the Standards for Registered Training Organisation and:
2. Correct and prevent any failure to comply with the AQTF Standards for Registered Training Organisation and Applied Education's quality system, policies or procedures

Risk

Risk is defined as the chance of something happening that will have an impact on objectives. It is measured in terms of consequence and likelihood.

Procedure

- Develop a Risk Management Plan
- Ensure the delivery of Training undertaken by Applied Education is AQTF compliant
- Implement and monitor policies and procedures for ensuring quality training and assessment consistent with scope of registration and scale of operations
- Ensure that Applied Education complies with the Standards for Registered Training Organisations across all of its operations and in all of its training/assessment activities, including those undertaken by other persons or bodies on its behalf
- Applied Education will conduct an internal audit of its compliance with the National Standards and the policies and procedures
- Applied Education will have a written plan for its business that is consistent with its scope of registration and scale of operations
- Correct and prevent any failure to comply with the Standards for registered Training Organisations and Applied Education quality system, policies or procedures

- Applied Education will develop and implement written procedures relating to continuous improvement of its systems
- Applied Education will ensure that its policies and procedures meet the requirements of Commonwealth or State/Territory legislation which are relevant to Applied Education operations
- Applied Education will document and implement procedures to assure the integrity, accuracy and currency of records
- Applied Education's policies and procedures will include a requirement that it recognises the AQF qualification and Statements of Attainment issued by any other RTO
- Applied Education policies and procedures will incorporate access and equity principles
- Applied Education have developed and implemented written procedures for the recruitment, induction and ongoing development of each member of its staff who is involved in training, assessment or client service, encourage and provide relevant opportunities for their professional development, and monitor their performance
- Applied Education has developed and implemented strategies for training delivery and assessment for each Training Package qualification and accredited training program within its scope of registration
- Applied Education will comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited training programs
- Applied Education accurately represents to prospective clients training products and services that lead to AQF qualifications or Statements of Attainment and ensure that advertised outcomes are consistent with these qualifications
- Progression promoted as Career Opportunities
- Administration and Trainer/Assessors are employed in line with AQTF requirements, Organisational Structure and Traineeship numbers
- Monitor financial position formally on a monthly basis holding business review meetings with Training Manager and Administrators
- Be proactive in identifying and implementing other training programs that may attract funding from either Government or on a Fee for Service System
- Applied Education will develop a working relationship with the training funding authorities in each state and territory

Applied Education Risk Management Plan

Applied Education has written policies and procedures for ensuring quality training and assessment consistent with its scope of registration and scale of operations.

Applied Education complies with the Standards for Registered Training Organisations across all of its operations and in all of training/assessment activities, including those undertaken by other persons or bodies on its behalf.

Applied Education provides for examination of documentation and reasonable access to all areas, records and staff are required by Applied Education.

Applied Education has an organisational chart and duty statements or terms of reference that show the lines of authority in the organisation, the responsibility and allocation of functions.

Applied Education in conjunction with an RTO representative, or an external contractor, conducts an internal audit of its compliance with these standards and the policies and procedures mentioned in 1.1 at least annually.

Applied Education documents and implements policies and procedures for dealing with customers complaints, grievances and appeals in a constructive and timely manner. The policies and procedures must ensure that:

- 1) Each complaint, grievance, appeal and its outcome is recorded in writing
- 2) Each appeal is heard by an independent person or panel, and
- 3) Each appellant:
 - a. Has an opportunity to formally present his/her case, and
 - b. Is given a written statement of the appeal outcomes, including reasons for the decision within 14 days of the appeal.

A Corrective Action Record (Form CG) will be raised and filed in the Quality Compliance Folder for future reference.

Applied Education writes plans for its business that is consistent with its scope of registration and scale of operations. This plan is reviewed annually.

Applied Education documents and implements procedures to:

- 1) Identify and manage risks concerned with compliance with the standards for Registered Training Organisations, and
- 2) Correct and prevent any failure to comply with the Standards for Registered Training Organisations and Applied Education's quality system, policies or procedures

Applied Education collects and analyses stakeholder and client feed back and satisfaction data on the services it provides and uses the information to review its policies and procedures.

Applied Education has developed and implemented written procedures relating to:

- Acting on opportunities for improvement identified by any means, and
- Continuous improvement of its systems

Compliance with Commonwealth, State / Territory legislation and regulatory requirements

Applied Education identifies and complies with State or Territory laws including Commonwealth or State / Territory legislation on:

1. Vocational education and training
2. Occupational Health and Safety
3. Traineeships
4. Workplace harassment, victimisation and bullying
5. Anti-discrimination, including equal opportunity, racial vilification, and disability discrimination

Applied Education ensures that its policies and procedures meet the requirements of Commonwealth or State / Territory legislation which are relevant to Applied Education's operations.

Applied Education ensures that it has all the insurance cover necessary to carry out its business, including insurance for workers compensation, public liability, professional indemnity, building and contents.

Risk Identification

The Director will be responsible for the identification and management of risks concerned with compliance with AQTF Standards for RTO's.

In assessing compliance risks we have defined 4 types of risk categories:

- i) People / Staff
- ii) Documents / Paperwork
- iii) Process / Procedure and
- iv) Facilities

We then evaluate each of the 12 AQTF Standards for compliance risks within each of these categories. After identifying a compliance risk we have applied an appropriate compliance control to manage the risk. This will be documented in the Risk Management Plan (Form CS). Data from the Risk Management Plan will then be transposed into the Risk Management Audit Report (Form CT) where the details of the corrective action will be documented and signed off by responsible authority.

All compliance controls will be documented within our AQTF Policy and Procedures Manual and will be referenced accordingly.

All details of our AQTF risk management are recorded in our AQTF Risk Management Plan.

See AQTF Risk Management Plan (Form_CS)

RECORD KEEPING

Applied Education will keep complete and accurate records of the attendance and progress of trainees, as well as financial records that reflect all payments and charges and the balance due, and will provide copies of these records upon the trainee's request In the case of an employer providing financial support for training,

Applied Education will make individual student records available to the student for a period of 5 years from the date of enrolment. After that time records will be archived and a minimal cost of retrieval will apply. Retrieval of records will be available for a period of 30 years from the date of enrolment.

RIGHTS AND RESPONSIBILITIES OF TRAINING PROVIDERS

Applied Education will:

- Maintain adequate and appropriate insurance including public liability and work cover;
- Advise OTTE in writing within 10 working days of any change to the information contained in the Registration/Endorsement application; and
- Allow OTTE or its agent's access to training records, delivery locations, staff or students for the purposes of auditing performance or verifying compliance with the conditions of registration.

All training providers are now governed by legislation regarding the quality of services delivered to trainees.

Applied Education is committed to the ongoing continual improvement of its organisation and as such provides considerable information to assist in ensuring that every possible stance is afforded to persons undertaking training with the organisation. Applied Education uses strict version control procedures Form CV.

The following information is important and should be filed for future reference

Applied Education undertakes to ensure the provision of:

- Support for trainees as documented in Trainee Rights and Responsibilities;
- Quality of training and trainers commensurate with course level and content;
- Accredited training that is Competency Based and has a Competency Based Assessment procedure; and
- A step-by-step RPL process and policy.

SUPPORT SERVICES

Applied Education will provide adequate protection for the health, safety and welfare of trainees and, without limiting the ordinary meaning of such expression, will include adequate support services in terms of academic, personal and career counseling. A job seeker advisory service is available and all trainees/students enrolled free of charge and a professional resume can be constructed for a fee of \$255.

- A refund and financial policy is outlined in the Student Handbook. (Trainees who have a grievance of a financial nature that cannot be resolved internally are referred to the Consumer Claims Tribunal through the Department of Public and Consumer Affairs);
- A grievance procedure for training and assessment as outlined in the organisation's code of practice;

- Withdrawal arrangements for trainees: (trainees may withdraw from any course at any stage without prejudice and may arrange suitable entry and exit points for any course with the Training Manager); and
- Applied Education is committed to providing assistance to students with language, literacy or numeric difficulties. The Applied Education Student Handbook details how students can access this assistance.

In further accordance with our Quality Assurance procedures Applied Education reserves the right to terminate the training for any trainee that:

- Deliberately endangers the health and safety of another trainee or trainer;
- Has not attended scheduled training sessions for two or more consecutive sessions without first giving at least 48 hours notice prior to canceling the scheduled session(s);
- Deliberately falsifies or changes documents and/or assessment and training outcomes either personally or via other person/s;
- Divulges personal and confidential information pertaining to another student's documents and or assessment and training outcomes;
- Refuses to abide by the trainee responsibilities as outlined in "The Rights and Responsibilities of Trainees";
- Breach the rights of copyright owned by Applied Education on any material that is given to the trainee for use during the course of traineeship,
- Prevents in any way another trainee from completing or continuing their training / course in the reasonable peace and privacy assured them by the Applied Education Code of Practice; and
- Refuses to act according to the reasonable restrictions placed in training venues. E.g. smoking policies, parking, access, etc.

Similarly, any trainer employed by Applied Education that violates any trainee rights or engages in any activity that causes disadvantage to any trainee will be subject to dismissal. Trainers should take note of all grievance procedures and whenever in doubt should contact the Training Manager to arrange a confidential interview.

TRAINEE INFORMATION

The information provided to clients will be accurate, relevant and up-to-date. This will as a minimum include:

- Scope of Registration;
- Application processes and selection criteria;
- Facilities and equipment;
- Competencies to be achieved during training;
- Assessment procedures;
- Qualifications to be issued on completion or partial completion of a course; and
- Trainee support services.

Policies and Procedures for:

- Recognition of Prior Learning;
- Trainee Grievances;

- Fees and Charges; and
- Fee Refunds.

TRAINEE RIGHTS AND RESPONSIBILITIES

Trainees are protected under legislation governing Training Providers. Trainees are entitled to the following for all accredited training undertaken:

- To receive Competency Based Training and Assessment at a level of quality equal to the AQTF competency standards for courses;
- To have the training delivered in comfortable, well, appointed accredited venues with appropriate resources and facilities suit the needs of the training course;
- To receive Equal Opportunity practices from the Training Provider;
- To receive support in learning by having an accessible contact person and number who will assist in clarifying any assessment and pre session tasks; and
- To have the trainer hold the appropriate qualifications and industry experience relating to the level of your course.

TRAINING AND DEVELOPMENT POLICY

Applied Education is committed to the training and development of all employees for the betterment of individuals, clients, and the company as a whole.

TRAINING RESOURCES

Applied Education has a comprehensive range of available resources, and brochures to support the delivery of assessment and training for all programs offered.

Welfare and Counselling Services

Counselling services may be contacted using your phone and via the internet, the following contacts may be of service:

Life Line WA 13 11 14
 Aust institute of health & welfare: www.aihw.gov.au

Financial Accounts

The training director will:

- Complete financials with respect to RTO credits and debits and maintain financial software package MYOB and have financial accounts certified by Newcombe Clifton Atkins Certified Practicing accountants;
- Do reconciliation's for financials and supply accounts to accountant yearly for Tax purposes;
- Meet with accountant as needed;
- Verify accountants work to ensure it has not errors;
- Pay wages using MYOB
-
- Use MYOB to invoice clients; see financial SOP's folder

- Pay respective Taxes including PAYE, GST, and Company Tax.
- Reconcile and pay staff superannuation liability each quarter to their choice of superannuation fund