

# **The Accredited Training Company**

## **Policies and Procedures**

## Table of Contents

Legislative Basis for Policies and Procedures.....	3
Privacy Statement.....	4
Complaints Policy and Procedures .....	5
Procedures.....	6
Appeals Policy and Procedures .....	8
Procedures.....	8
Health & Safety Policy.....	10
Equal Employment Opportunity Policy .....	11
Recognition of Prior Learning and Credit Transfer Policy .....	12
Refund Policy.....	19
Privacy Policy.....	20
Overview .....	20
Qualifications and Statements of Attainment Procedure .....	22
Procedure .....	22
ATC Risk Management Process .....	25
Financial Management Policy & Procedures.....	26
Financial Management Procedures .....	27
Information Management Policy.....	28
Policy .....	28
Procedures.....	29
Version Control .....	30
Staff Recruitment, Induction and Performance Evaluation Policy and Procedures .....	31
Procedures.....	32
Procedures.....	39
Quality Management (Continuous Improvement) Approach .....	40
Internal Audit Policy and Procedures .....	42
Respect for Persons Policy – Access and Equity.....	44

## Legislative Basis for Policies and Procedures

This document is the link between ATC's organisational standards and decision-making and the legislation and regulations which govern its operations.

### Compliance with Government Regulations

The Accredited Training Company complies with all relevant local, state and federal government regulations and requirements. The major requirements are outlined below. Further information on legislation is available on the State government web site [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au). All relevant legislative and regulatory requirements relating to The Accredited Training Company are incorporated in the college's policies and procedures. Relevant legislation is summarised below.

#### **VOCATIONAL EDUCATION, TRAINING AND EMPLOYMENT ACT 2002**

An Act to provide for training and employment and for other purposes.

The objectives of this Act are to ensure effective and efficient provision of high quality vocational education and training:

- meets the current and future needs of industry and the community
- is relevant to industry and community needs
- encourages employment opportunities

The Act and the associated Vocational Education, Training and Employment Regulations 2000 regulate the registration and operations of training organisations to ensure that they meet obligations under the Australian Quality Training Framework.

#### **WORKPLACE HEALTH AND SAFETY ACT 1995**

An Act to promote and protect freedom from disease or injury to persons caused, and risk of disease or injury to persons created, by workplaces, workplace activities and certain plant, and for related purposes. The Workplace Health & Safety Act sets a standard of conduct and clearly describes the health and safety rights and responsibilities of all parties in the workplace. Through management of health and safety all parties take responsibility to ensure safe work practices are adhered to by all parties.

#### **WORKPLACE HEALTH AND SAFETY REGULATION 1997**

This set of regulations is underpinned by the above act and has applications in a number of areas in Beauty, especially where there is an element of danger or risk in activities undertaken by clients

#### **ANTI-DISCRIMINATION ACT 1991**

An Act to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity and from sexual harassment and certain associated objectionable conduct. This purpose is to be achieved by prohibiting discrimination [equal opportunity, racial vilification, sexual harassment, disability discrimination, workplace harassment, victimisation and bullying], allowing a complaint to be made against a person who has unlawfully discriminated and by using the agencies and procedures established to deal with the complaint.

#### **DISABILITY SERVICES ACT 1992**

An Act relating to the provision of services to people with disabilities. The purpose of the Act is to ensure that people with disabilities have the same rights as other members of society and to encourage innovative programs and services for people with disabilities.

#### **PRIVACY ACT 2000**

The Privacy Act (Commonwealth), provides for the rights of individuals to ensure that personal details held by other persons or organisations about them must not be released without their prior knowledge. It also allows for individuals to access the information held by other persons or organisations.

Information held by other persons or organisations must be secure and individuals should be advised how the information will be used.

### **COMMISSION FOR CHILDREN AND YOUNG PEOPLE AND CHILD GUARDIAN ACT 2000 No 60**

This act provides protection for everyone less than 18 years, through the work of the Commission. The Commission consults with young people in order to assist in decision making concerning them, is sensitive to different cultures and values, especially those of Aboriginals and Torres Strait Islanders and is readily accessible to young people. Background checks are conducted as part of the Teacher Registration process. All non-teaching and support staff undergo background checks.

Sexual Discrimination Act 1992 (Q)

Racial Discrimination Act 1975 Comm

Age Discrimination Act 2005 Comm

Queensland Multicultural Policy 1998

Human Relations and EEO Act 2000 Comm

Privacy Act 2000 Comm

Industrial Relations Act 1999 (Q)

## **Privacy Statement**

The Accredited Training Company is committed to the highest standards in safeguarding personal and sensitive information. The Accredited Training Company is bound by the National Privacy Principles as set out in the Privacy Act 1988 (Commonwealth) and the Privacy Amendment (Private Sector) Act 2000. These details are spelt out in The Accredited Training Company privacy policy.

# The Accredited Training Company

## Complaints Policy and Procedures

Applicable AQTF Standards 1.1, 1.5

Issue	Date	Description	Reviewed	Approved
1.0	28 Jun 07	First release		

### Preamble

The Accredited Training Company's high quality teaching and learning, experienced staff and continuing liaison with industry on techniques and work standards minimise the likelihood of any student dissatisfaction. Nonetheless, if a student feels that he or she has grounds for complaint, he or she must have the right to represent this concern.

### Purpose

This policy is to ensure that all The Accredited Training Company students have and know that they have a clear right to fair and equitable treatment in all of their dealings with The Accredited Training Company. Any expressed dissatisfaction is valuable feedback, an important learning opportunity and input to our continuous improvement process.

Any student who believes that he or she has been unfairly treated in any way has the right to present his or her case and have it dealt with fairly and effectively, and is invited so to do.

### Policy

The Accredited Training Company is committed to the highest standards of education and professional service. In the event that any student perceives unfair or inappropriate treatment in their dealings with The Accredited Training Company, they should address the issue directly with their class instructor. If the issue is not resolved in this manner, every student has the right to submit concerns in writing. They will then undergo due process; the student will be invited to represent his or her case formally and will be invited to have a 'friend' present at that representation.

Complaints include any perceived problems relating to student perceptions of any unreasonable treatment at the hands of The Accredited Training Company staff.

In resolving a complaint, it is the responsibility of the student to initiate the procedure outlined below within ten working days of the problem occurring. Only in special circumstances will incidents reported outside of this timeframe be investigated.

Initial investigations are to be undertaken by the individual's class instructor wherever he/she is not at the centre of the complaint; then procedures outlined below apply. If the instructor is the person at the centre of the complaint, then the Chief Executive Officer will appoint another staff member to undertake the initial investigation. Where cases require to be referred beyond an initial investigation, they are to be provided to the Chief Executive Officer in writing. If the issue still remains unresolved, the Accredited Training Company will provide the student with all the information necessary to place the matter in the hands of the appropriate Government Authority.

In every case the final result will be provided to the complainant in writing and outline the results of the investigation and any action proposed to be undertaken as a result.

## Procedures

1. The Accredited Training Company academic staff members are equipped to accept and act on verbal or written advice of a complaint at any time; and in normal circumstances, are to be the first point of contact for a student with a concern. They will then behave as outlined in para 7 below
2. Complaints should be brought to the attention of Accredited Training Company staff as soon as possible after they arise.
  - should the student wish to take the issue further he or she is to be advised to represent the concerns in writing and provided to the Chief Executive Officer
  - the staff member concerned will also brief the Chief Executive Officer on the evidence they have collected, either orally or in writing at the discretion of the Chief Executive Officer
3. The Accredited Training Company is not in a position to investigate complaints that are notified outside of this time frame, unless special circumstances prevail.
4. The Chief Executive Officer will consider the written statement and the recommendations of the staff member and provide his decision to the student in writing. This response will include the Chief Executive Officer's reasons for reaching the decision he has.
5. Where the Chief Executive Officer's investigation reveals that the company has behaved inappropriately or is in any way responsible for the problem, policies and procedures will be revisited to ensure that problem is not repeated. In addition, the student will be interviewed by the Chief Executive Officer, thanked for the stance he or she has taken and advised of how their actions have benefited The Accredited Training Company's operations.
6. Where a student is still not satisfied with the resolution of a complaint, he or she will be referred to the appropriate government authority.
7. It is the responsibility of any member of Accredited Training Company staff to whom a student expresses a concern; to ascertain if any particular staff member is at the centre of the complaint. If they are that person, they are to arrange for another staff member who has not been involved with the issue, to undertake its investigation. The responsible staff member will then:
  - Inform the student of their rights and refer them to the "Academic Appeals And Complaints" section in the student handbook and if necessary, provide them with a copy of the Complaints Policy and Procedures
  - Arrange an appointment to interview the student in depth at the earliest possible time, allowing the student to be accompanied by a friend if necessary and referring them to an alternative member of staff if this is preferred.
    - Two staff members will normally attend this interview.
  - listen attentively and objectively to the student's representation, clarifying as necessary
  - Using questions identify and note the nature, sequence and outcome of the reported incident, allowing the student an opportunity to verbalise his or her concerns. This stage should also identify all actions of Accredited Training Company staff involved in the matter
  - Clarify the student's purpose and the intended outcome of the complaint. It may be that this opportunity to verbalise might serve the intended purpose. No pressure is to be applied to the student to achieve this result.
  - Where a matter is resolved at this stage, the Principle shall then determine whether some adjustment to the policies, procedures, culture or other aspect of The Accredited Training Company operations might require modification. This is achieved through input to the continuous improvement process. In this stage, the Chief Executive Officer will also meet with the complainant and thank them for their input. In this meeting he will outline the investigation process undertaken and if the RTO is found to be in error, outline changes to policies and procedures or other management approaches undertaken to ensure no repetition of the issue in the future.

- Should the student wish to take the issue further he or she is to be advised to represent the concerns in writing.

Signed and authorised

.....

Shane Holborn  
Chief Executive Officer  
The Accredited Training Company

Date:.....

# The Accredited Training Company

## Appeals Policy and Procedures

Applicable AQTF Standards 1.1, 1.5

Issue	Date	Description	Reviewed	Approved
1.0	28 Jun 07	First release		

### Preamble

The Accredited Training Company's high quality teaching and learning, experienced staff and continuing liaison with industry on techniques and work standards minimise the likelihood of any student dissatisfaction. Nonetheless, if a student feels that his or her work has been misjudged and wishes to appeal against an assessment decision, he or she must have the right to represent this concern.

### Purpose

This policy is to ensure that all The Accredited Training Company students have and know that they have a clear right to fair and equitable treatment in all of their dealings with The Accredited Training Company. Any expressed concern with the application of standards in assessment is valuable feedback, an important learning opportunity and input to our continuous improvement process.

Any student who believes that he or she has been unfairly treated in any way has the right to present his or her case and have it dealt with fairly and effectively, and is invited so to do.

### Policy

The Accredited Training Company is committed to the highest standards of education and professional service. In the event that any student perceives unfair or inappropriate assessment processes or results, by The Accredited Training Company, they should address the issue directly with their class instructor. If the issue is not resolved in this manner, every student has the right to submit concerns in writing. They will then undergo due process; the student will be invited to represent his or her case.

Appeals relate to matters involving assessment or program requirements.

In lodging an appeal, it is the responsibility of the student to initiate the procedure outlined below within five working days of the relevant results being provided to them. Only in special circumstances will incidents reported outside of this timeframe be investigated.

Initial investigations are undertaken by the individual's class instructor; then procedures outlined below apply.

In every case the final result will be provided to the appellant in writing.

### Procedures

1. The Accredited Training Company academic staff members are equipped to accept and act on written appeals at any time; and in normal circumstances, are to be the first point of contact for a student with a concern.

2. A student who believes that he or she has grounds for an appeal should lodge it with The Accredited Training Company staff as soon as possible after being advised of the result. In the first instance the appeal should be lodged in writing, with the assessor against whose decision the appeal is being made.
3. The Accredited Training Company is not in a position to investigate complaints or appeals that are notified at this time, unless special circumstances prevail.
4. Where an appeal is lodged, the assessor will inform the student of his or her rights and entitlements and the process that they need to follow. This may include referring the student to their student handbook or to the Appeals Policy and Procedures.
5. The assessor concerned will then review the assessment evidence and satisfy themselves that their initial decision was appropriate. If the assessor considers that an inappropriate decision has been made, then he or she has the authority to issue a reviewed assessment. Written advice of the reviewed assessment and the reason for it is to be provided to the student and to the Chief Executive Officer within two working days.
6. Where the assessor is satisfied that the assessment decision stands, the matter should be referred to the Chief Executive Officer. The assessor is to provide the Chief Executive Officer with the student's written appeal and the evidence that the assessor used to reach his or her decision. The Chief Executive Officer will then appoint another assessor to review the evidence or in the case of a practical assessment, require the student to undertake an equivalent assessment activity, make an assessment judgement thereon and provide the findings to the Chief Executive Officer within two working days.
7. The Chief Executive Officer will consider the new evidence and the recommendations of the staff member and provide his decision to the student in writing.
8. Where the Chief Executive Officer's investigation reveals that the RTO's evidence collection and evaluation processes have been in error, policies and procedures will again be revisited to ensure that problem is not repeated. In addition, should this be the case, the student will be interviewed by the Chief Executive Officer, thanked for the stance he or she has taken and advised of how their actions have benefited the company's operations

Signed and authorised

.....  
Shane Holborn  
Chief Executive Officer  
The Accredited Training Company

Date:.....

# The Accredited Training Company

## Health & Safety Policy

Applicable AQTF Standards 1.1, 2.2

Issue	Date	Description	Reviewed	Approved
2.0	08 Aug 2007	Issued for use		

The Accredited Training Company has a legal obligation to protect all workers, students and bona fide visitors from the risk of injury or illness; as far as practicable, in classroom and practical environments. To this end, it is The Accredited Training Company policy to maintain an effective Health and Safety program based on compliance with relevant Acts, Codes, Regulations and Standards. This policy means that:

- Staff members are required to actively participate in, encourage and support Workplace Health and Safety
- Individual staff members are required to report and/or rectify any hazard or unsafe conditions that come to their attention
- Staff members are to ensure that students under their guidance are appropriately briefed and behave in a responsible and safe manner at all times

The commitment of all staff members to the Workplace Health and Safety Program and the elimination or control of workplace hazards is required. Each individual is personally responsible for working in a safe and healthy manner, following safety rules and participating in safety training.

Conditions and behaviour at The Accredited Training Company are governed by the Workplace Health & Safety Act 1995 and the provisions of this Act will be strictly applied. Division 3 – Section 36 of this Act states:

***A worker or anyone else at a workplace, including students, has the following obligations within that workplace:***

- ***to comply with the instructions given for workplace health and safety at the workplace by the employer, or the employer's representative at the workplace***
- ***not to wilfully or recklessly interfere with or misuse anything provided for Workplace Health and Safety in that workplace***
- ***not to wilfully place at risk the health and safety of any person at the workplace***
- ***not to wilfully injure himself or herself***

The Accredited Training Company will not knowingly demand or expect of any person participation in an activity, which is beyond their personal capability or is likely to be detrimental to their health, safety or personal wellbeing.

.....  
 Shane Holborn  
 Chief Executive Officer  
 The Accredited Training Company  
 Date: .....

# The Accredited Training Company

## Equal Employment Opportunity Policy

Applicable AQTF Standards 1.1, 6.2

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

The Accredited Training Company complies with current equal employment opportunity legislation.

The Accredited Training Company recognises that although staff members have different abilities, they should all have reasonable opportunities to demonstrate their abilities, to use them to best effect, to improve them and to benefit from them.

The best person for a position, promotion or training will be selected on the basis of their knowledge, skills and experience against specified selection criteria.

The Accredited Training Company position descriptions provide the selection criteria, contextual issues and any industry requirements.

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Shane Holborn  
Chief Executive Officer  
The Accredited Training Company  
Date:.....

# The Accredited Training Company

## Recognition of Prior Learning and Credit Transfer Policy

Applicable AQTF Standards 1.1, 5.1, 8.2b

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

**Note:** Because ATC scope only includes single units of competency, the practical relevance of RPL is very limited. Nonetheless, the following provides the approach that ATC could take in the event of an individual seeking RPL. However, in every case a challenge test is required to be part of the process because of the risk to life of out of date approaches to treatment in First Aid and associated areas.

### Purpose

The objective of Recognition of Prior Learning (RPL) in the Vocational Education and Training system is to ensure that individuals receive appropriate recognition for their current level of competence whether it is gained through formal or informal training, work or life experiences.

### AQTF Assessment Principles – ref Std 8.2b

1. Assessment processes shall provide for the recognition of demonstrated current competencies regardless of where they may have been acquired.
2. RPL focuses on identifying the endorsed industry or enterprise competency standards currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred.
3. RPL is an essential component of any system of competency-based training. It is essential that Registered Training Organisations have a demonstrable commitment to recognising the skills and knowledge of individuals prior to their undertaking a training activity.
4. RPL shall:
  - be available to all potential applicants
  - involve processes that are fair to all parties involved
  - involve the provision of adequate support to potential applicants

### Objectives of RPL

The objectives of this RPL Policy are:

1. To increase the access of suitably skilled, experienced and informed individuals to the employment and the Vocational Training System through recognition of existing skills, knowledge and experience.
2. To ensure that RPL is an integral component of the assessment of an individual's eligibility for a qualification.
3. To ensure that The Accredited Training Company RPL policies are consistent with standard 9 of the Australian Quality Training Framework (AQTF).

4. To ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to identify and accurately assess competencies held including task and task environment management appropriate to the level of qualification involved.
5. To promote non-traditional learning processes as valid pathways to competency and to recognised training outcomes.

## **Assessment Processes for RPL**

The RPL processes upon which this policy is based are in accordance with AQTF Standard 8 which states that: *Assessment processes shall be valid, reliable, flexible and fair.* They also require the examination of sufficient, relevant and current evidence to make an informed judgement. As outlined above, this will always include a challenge test for the current scope of ATC registration.

## **Risk Management and Quality Assurance**

The quality of RPL decisions is influenced by the amount, level and integration of evidence collected; the degree of rigour employed; the number of assessors used; and the sophistication of the evidence analysis process.

### **DELIVERY AND ASSESSMENT ISSUES**

The Accredited Training Company's delivery and assessment is an integrated aspect of its action-based learning methodology. Wherever achievable the College's learning strategies are multi-faceted and integrated to provide learners with a structured skills development process in an appropriate context.

This means that in most cases assessment is holistic and based on the student's application of relevant underpinning knowledge to their professional, customer service and management skills. This means that any prerequisite or co-requisite units may be expected to be delivered and assessed concurrently within an integrated skills development strategy.

RPL for components of such groupings can be of limited value to a student as the overall process and number of practical sessions will still be required to be completed for the full skill set to be signed off.

The Accredited Training Company considers it important to make these issues clear to prospective RPL candidates.

## **RPL Procedures**

### **Stages in the RPL Process**

The RPL process for enrolled students includes the following stages:

- student provided with access to competency requirement information
- student undertakes self assessment
- staff provides initial support and counselling
- student prepares evidence and submits RPL application
- assessor(s) evaluate(s) evidence provided
- assessor(s) provide(s) post assessment guidance and, or
- formalisation of outcomes

The Accredited Training Company RPL procedures require an individual to enrol for a relevant program before seeking RPL for components of or, the whole qualification.

### **Initial Stage – Candidate Self-assessment**

Should a student consider that he or she has a claim for RPL, then he or she should seek an interview with their class instructor to discuss the issue. The staff member approached will facilitate the student's understanding of the costs and benefits to them of RPL and recommend that they review the documentation for the units of the qualification for which they seek RPL, as well as the units linked with them for delivery or

assessment purposes. This review also needs to include the assessment processes the College employs for these competencies and the mandatory inclusion of a challenge test..

The student may then be recommended to undertake a comprehensive self-assessment against the specified outcomes of the relevant unit(s) as documented in the training package. In this self assessment, the student should examine every performance criterion, as well as the underpinning knowledge, the critical aspects of evidence and the task management requirements as well as the generic requirements for competence at the relevant qualification level.

Students in this situation will be provided with access to Unit Specifications.

The student should then make their own decision as to whether he or she still believes that they can demonstrate or provide other conclusive evidence that he or she:

- can meet **all** of the performance criteria with demonstrated current, relevant, appropriate level experience
- knows and can apply all of the underpinning knowledge, and
- can demonstrate effective performance against all of the critical aspects of evidence
- can demonstrate a level of task management skills that meets the stated criteria and the level of qualification in which it is being undertaken

If the individual is satisfied that he or she can demonstrate all of the above, and that there is value to be had from this approach, he or she should complete The Accredited Training Company Application for RPL form.

## **Fees and Charges for RPL Services**

The principles of access and fairness are always the basis for service fees and charges levied by The Accredited Training Company. RPL is assessor-intensive and as a result any fee depends on the amount of assessor time outlaid in evaluating evidence for individual units of competence.

The base line for charges for RPL services is the fee for training to achieve the particular outcome. However, where evidence of competence is obscure or difficult to judge in an accurate fashion, hence requiring additional assessor-time, equipment and facilities use etc, the cost must be adjusted accordingly.

RPL fees for individual units are based on assessors' time incurred and are costed on a case by case basis according to the level of unit, the range of evidence that can be provided, the nature of equipment required and the additional assessor time required to fully demonstrate competency. Evidence gathering/assessment requirements arising from this service are chargeable at the prescribed hourly rate for the services of staff assessors involved required.

The charge out rate for assessor staff is currently \$75-85 per hour depending on requirements for facilities, equipment, subjects etc. It should also be noted that the cost of a failed RPL is not credited against course fees.

## **Implementation**

This policy provides opportunities for all potential The Accredited Training Company students to seek recognition of previously acquired skills and knowledge as they relate to the specific outcomes of a VET program or qualification.

If self assessment demonstrates that a student could meet the criteria for RPL and that there is value to be gained therefrom, then he or she should complete the RPL application form and discuss it with their class teacher or Program Director. The Class Instructor will then outline the costs of and benefits from RPL and, if still required:

- review the information in the self assessment form and other evidence provided and form an initial opinion of the effectiveness of the evidence in substantiating the claim
- advise the individual on the overall likelihood of his or her achieving RPL
- outline the RPL process and the nature and range of evidence required to justify the granting of RPL

- provide a statement of the probable cost of RPL in the particular circumstances and the basis for the costing
- advise on the impact of RPL on a student's involvement in cluster-based delivery and assessment
- determine the applicant's intentions and if required set the process in train

Throughout this process, the class instructor must draw upon his or her professional judgement to ensure that the applicant is treated fairly, reasonably and responsibly. If the Class Instructor is:

- satisfied with the benefits achieved and their balance with the costs to be incurred
- satisfied that the person can be reasonably expected to satisfy the requirements for RPL

The student should be advised to proceed.

The staff member concerned should then consult with the Chief Executive Officer to arrange for challenge testing for the unit(s) or cluster(s).

**The Accredited Training Company- RECOGNITION OF PRIOR LEARNING (RPL)/CREDIT TRANSFER APPLICATION**

**STUDENT NAME:**  
**COURSE:**  
**DATE OF SUBMISSION:**

**ADMIN USE ONLY**

<b>RPL/CT Entered into D/B</b>	<b>Fees adjusted</b>
Date: ...../...../.....	Date: ...../...../.....
Initial: .....	Initial: .....

**SUBSTANTIATING EVIDENCE TO BE ATTACHED**

**RPL assessor**

Unit Code	Unit	Summary of Evidence	Result of practical Test if required	Validated by	Date

**Comment:**

**Authorised by Shane Holborn**

Chief Executive Officer **Date:** ..... **Student Signature:**..... **Date:**.....

**Post-assessment guidance:**

- Results of RPL decisions are conveyed to students in a face-to-face situation.

**Appeal mechanisms:**

- Any appeals regarding exemptions may be made in accordance with the Academic Appeals Process.

**Credit Transfer – (Recognition of Training completed with other RTOs)**

The Accredited Training Company recognises AQF qualifications and statements of attainment issued by other RTOs. Where the national course or unit codes are the same, the process of credit transfer applies.

Should the unit code relate to an earlier version of a course or unit or a predecessor unit, credit transfer cannot be applied and an RPL process needs to apply to ensure that all components of the current course or unit have been met to the required standard. The one exception here is units from the previous version of a training package that are shown in the mapping guide to be 'equivalent'.

**In providing credit transfer, The Accredited Training Company has an obligation to its students to also recognise the need for students to be fully equipped with the most up to date aspects of this industry including techniques, procedures, technology and products.**

Should a student's submission relate to an award made more than two years prior to their date of submission, it is The Accredited Training Company policy to review evidence of how the individual has maintained currency in all aspects of the qualification in the intervening period. On the basis of these enquiries, The Accredited Training Company will counsel the student on the relative merits of RPL or credit transfer versus undertaking the full The Accredited Training Company program in its all encompassing form. The procedures are as follows:

1. All students are questioned at initial interview to ascertain any potential for RPL or Credit Transfer.
2. Chief Executive Officer of The Accredited Training Company reviews evidence and if necessary recalls the individual for further interview and negotiates a modified program and fee structure with the individual.

This information on credit transfer is to be included in pre-enrolment information for students, in training staff induction and to be an agenda item at bi-annual program meetings.

**Credit Transfer**

**Note: None of the following applies to ATC current scope.**

Credit transfer is a process by which a student can have previously completed, but still current, training "credited" towards a course in which he or she enrolls. Credit transfer exists at or beyond the unit of competency level.

Application for Credit Transfer must be submitted in the first week of the course. Applications for exemptions will not be considered after this time.

There are a number of important considerations in applying for credit transfer:

1. Applications using the Credit Transfer application form must be supported by the student's transcript including clear evidence of the RTO's national provider number and the course and other relevant national codes.
2. Students will be required to attend an interview if there is any query about their documentation, so should ensure that it is correct the first time.
3. It is often not in a student's best interests to seek credit transfer for training that they completed more than two years ago, even if it has the same national code, unless they can demonstrate how they have kept current and retained necessary knowledge.
4. Where credit transfer is granted for only part of a group of units being delivered and assessed concurrently, the student can expect to be required to attend all learning and assessment activities for the group to which they belong, unless individual arrangements are made with Vice Chief Executive Officer.

Credit transfer is offered to candidates for all nationally endorsed qualifications. Credit transfer takes the following form:

A. Evidence considered:

- Records of previous course of study, including results and currency
- Original or certified copies of formal documentation, eg. Certificates, degrees

B. Process:

- Candidate discusses credit transfer with Program Director
- Application form and evidence are assembled
- Decision on credit to be granted is made and authorised by the Vice Chief Executive Officer
- Results of Transfer decision are conveyed to students in a face-to-face situation

C. Appeals mechanisms:

- Any appeals regarding exemptions may be made in accordance with Academic Appeals Process.

.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**  
Date: .....

# The Accredited Training Company

## Refund Policy

Applicable AQTF Standards 1.1, 3.5

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### Payment Arrangements

Payment for all short courses is required to be made in full at time of enrolment.

### Withdrawals and Refunds

An administration fee of \$25 is included in all short cost fees. This fee is not refundable.

Enrolled students seeking to withdraw from a short course are entitled to refunds as shown below:

21-27 days prior to commencement	100%
14-20 days prior to commencement	75%
Less than 14 days prior to commencement	nil

Withdrawing students have the option of providing a suitable substitute or of transferring to the next delivery of the program with no additional cost, in lieu of any refund to which they might be entitled.

Signed.....  
 Shane Holborn  
 Chief Executive Officer  
**The Accredited Training Company**  
 Date:.....

# The Accredited Training Company

## Privacy Policy

Applicable AQTF Standards 1.1, 4.1

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### Overview

The Accredited Training Company will collect information, manage, use it, and disclose it in a way that complies with the Privacy Act 1988 (Commonwealth), as amended in the Privacy Amendment (Private Sector), 2000.

The following statements are intended to communicate The Accredited Training Company intentions in simple and clear fashion:

#### Collecting of information:

The Accredited Training Company will:

- Only collect information for lawful purposes related to its business activities
- Only collect information that is necessary; and do so by lawful means
- Where possible collect information about an individual only from that individual
- Where information is provided by another person, ensure that collection has been authorised by the individual concerned, or by someone who is legally authorised to act on their behalf
- Only collect information by lawful and fair means and not in an unreasonably intrusive way

The Accredited Training Company will declare to individuals from whom information is collected:

- The purpose of collecting any personal information
- Their ability to gain access to their own information
- Any laws that require the particular information to be collected
- The main consequences (if any) for an individual if all or part of the information is not provided
- How the information will be processed and protected

The Accredited Training Company will responsibly manage the information and in so doing:

- Take reasonable steps to ensure that personal information held is relevant to the purpose for which it is collected, accurate, up-to-date and not misleading
- Retain personal information for no longer than is required by law; then dispose of it in accordance with approved methods
- Make personal records available to individuals for perusal on request to the Chief Executive Officer
- Protect archived personal information from loss or unauthorised access, use, disclosure, or misuse; and from inappropriate modification
- Only disclose personal information outside The Accredited Training Company where:
  - its disclosure has the consent of the individual to whom it relates

- its disclosure is required by law and requested in an authorised written form
- it is reasonably believed to be necessary to prevent or lessen a serious threat to life or health of any person

.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**

Date:

# The Accredited Training Company

## Qualifications and Statements of Attainment

### Procedure

Applicable AQTF Standards 1.1, 10.1

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

#### **Purpose**

This procedure documents The Accredited Training Company policy for the issuance of statements of attainment for successful completion of The Accredited Training Company training programs.

#### **Scope**

This procedure applies to all The Accredited Training Company training and education services.

#### **Procedure**

##### Process for issuing Qualifications

At the end of course, the class instructor will provide the Chief Executive Officer with:

- a graduate list
- final result statements for all graduating students
- a list of students who still have outstanding assessment and those who will not complete the course requirements

The Chief Executive Officer will ensure that all administrative actions associated with the above information are undertaken in an appropriate fashion. Chief Executive Officer will also verify that code, course descriptions and other information is correct for printing.

#### **Statement of Attainment**

All students, who enrol in an AQF qualification and are judged competent in any units, are entitled to a Statement of Attainment. There is a difference with the First Aid Skill Set units offered by ATC as they are not issued in partial completion of any particular qualification. This issue is clearly stated in the HLT07 Health Training Package and a copy of the relevant page is held until final endorsement in Queensland.

On completion of delivery and assessment operations for a program the Chief Executive Officer will ensure the preparation of statements of attainment from information provided.

#### **Re-issue of Statements of Attainment**

Should a graduate of a ATC course lose or for any other reason, require an additional copy of a statement of attainment, the document is able to be re-issued on request of the Chief Executive Officer.

Requests must be made in writing stating the student's full name (at the time of issue, if name changed since), course name, location and date. Re-issue will also require the applicant to provide proof of identity before duplicate can be supplied.

The fee for this service is \$30 per statement.

.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**

Date:

# The Accredited Training Company

## Risk Management Policy

Applicable AQTF Standards 1.1, 1.8

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### General

The Accredited Training Company recognises its responsibility to manage its operations and students' and public funds in a responsible manner. This includes identifying, addressing, and appropriately managing any risks that may impact on:

1. the safety and well-being of The Accredited Training Company employees, customers (students), and
2. The Accredited Training Company's financial stability
3. The Accredited Training Company's ability to achieve its mission of providing services to its students, or
4. The Accredited Training Company's ability to provide a model of excellence in the provision of First Aid and associated training services

### Policy

The Accredited Training Company recognises that it engages in operations that may carry some risk, and that are also subject to disruption.

Although risks are unavoidable, The Accredited Training Company considers no loss or interruption of services to be acceptable. Therefore, a risk team is hereby established and empowered to assess the risks that may arise from or affect The Accredited Training Company operations and activities on behalf of its customers and staff, and to make recommendations to act on those risks.

The Accredited Training Company Risk Team comprises the Chief Executive Officer and one other permanent staff member, appointed from time to time.

The team will ensure effective risk management within The Accredited Training Company by following the risk management process outlined below, using the Risk Identification Register as a basis and by the education of staff. Records of these activities are maintained by the Office Manager.

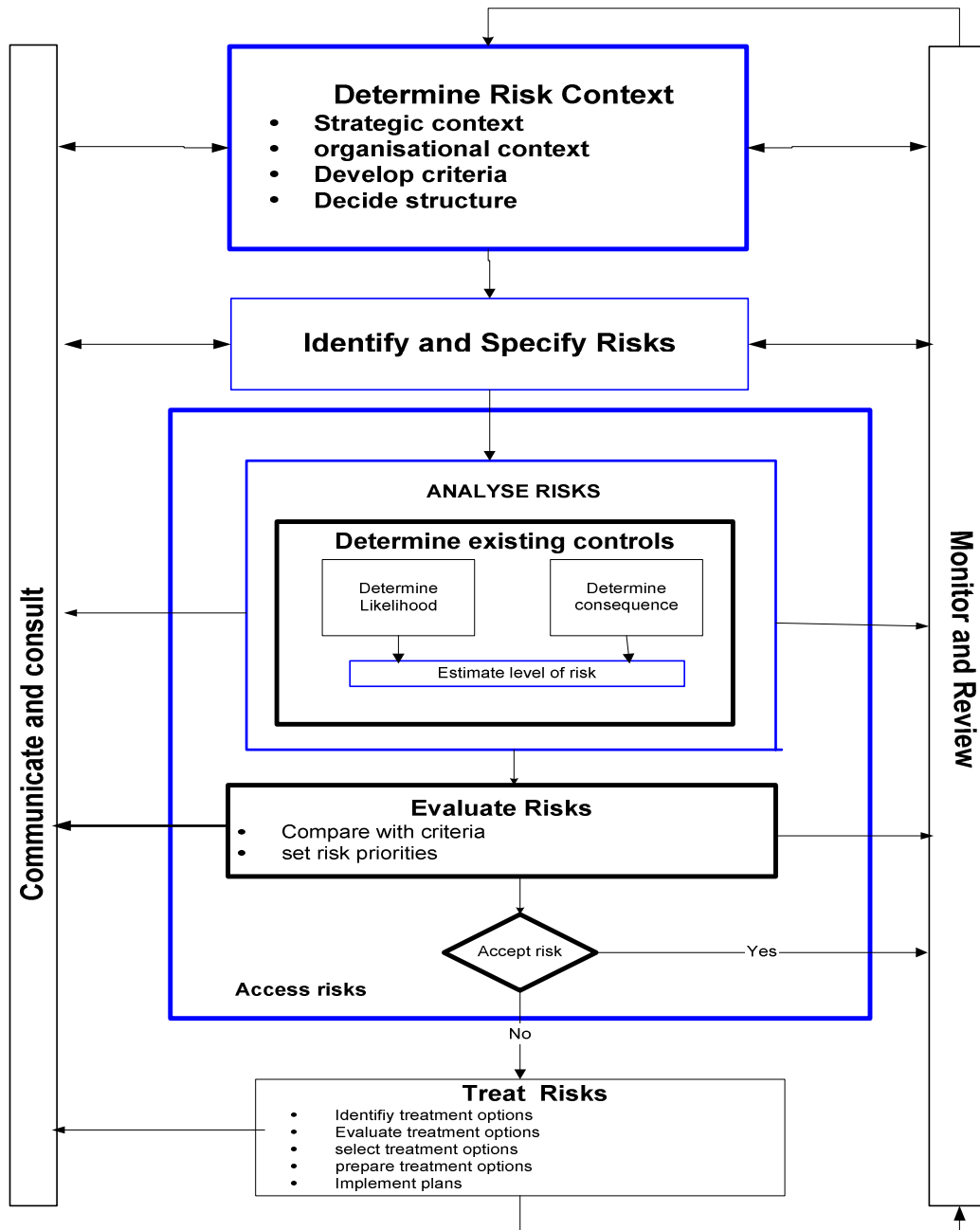
All The Accredited Training Company staff and students are required to cooperate with the risk team in this effort.

Signed

.....

Shane Holborn  
 Chief Executive Officer  
**The Accredited Training Company**  
 Date: .....

## ATC Risk Management Process



The activity of risk identification is ongoing and the stages in the process are integrated with all staff meetings and continuous improvement activities. The Chief Executive Officer maintains the risk identification log and ensures that the process, as identified above, is undertaken and brought to finality on all emerging, potential risks.

# The Accredited Training Company

## Financial Management Policy & Procedures

Applicable AQTF Standards 1.1, 1.8

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### General

The Accredited Training Company recognises its responsibility to manage its operations and students' and public funds in a responsible manner. This includes ensuring the protection and appropriate handling of all funds which it handles. This includes student fees paid in advance, payments for any other professional services. Key outcomes of this policy are:

- the protection of The Accredited Training Company students' pre-paid funds
- The Accredited Training Company's financial stability
- The Accredited Training Company's financial capacity to achieve its mission of providing services to its students, and
- The Accredited Training Company's commitment to the provision of a model of excellence in the provision of training services

### Policy

1. The Chief Executive Officer, as Chief Executive Officer of the organisation is designated as the person responsible to:
  - 1.1. ensure that the RTO has financial management policies and procedures in place and that it complies with these policies
  - 1.2. review compliance with financial management policies for continuous improvement purposes
  - 1.3. provide audits and other legitimately required information to the State Training Registration Authority when so requested
  - 1.4. ensure that College accounts are certified, at least annually by an appropriately qualified accountant
2. ATC nominates Certified Chartered Practising Accountants Anywhere Taxation Services – Keith Pobke
3. Formal receipts are issued to all clients, students and other for all fees paid or funds otherwise expended.
4. Pre-paid student fees are to be paid into a separate part of the chart of accounts. This trust account is not to be accessed until refund responsibilities are met, i.e. the course commences.

Signed

.....

Shane Holborn  
 Chief Executive Officer  
**The Accredited Training Company**  
 Date: .....

## **Financial Management Procedures**

1. The Chief Executive Officer is delegated overall responsibility for all financial matters relating to ATC.
2. The ATC accountants and auditors will be appointed by the Chief Executive Officer on an annual basis.
3. ATC will operate a separate entity in the chart of accounts entitled prepayments and operate it as directed above. The Chief Executive Officer is to be a signatory for withdrawals from that account.
4. The Chief Executive Officer will issue formal receipts for all fee payments at time of receipt of the amount.

# The Accredited Training Company

## Information Management Policy

Applicable AQTF Standards 1.1, 4.1, 4.3

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

## Policy

### Overview

The Accredited Training Company will maintain records that conform to the requirements of AQTF as specified below.

### Definitions

**Student Records:** a record of the final assessment outcome for each unit of competency including the code, title of the unit and the date of achievement. Where units are delivered and assessed in a cluster, these records may address more than one unit, provided that this information is clearly specified.

**Qualifications/statements of attainments issued:** a record of the statements of attainment issued to students that accord with the AQF implementation handbook and the currently endorsed version of the relevant training package. The records must include sufficient information to reproduce the relevant credentials including date of issue and the list of competencies achieved by individual students.

**Weekly Backup** Each week the full set of student records is backed up. This backup is to include all files necessary to reconstruct the record of any existing student. This backup is to be stored on rewritable CD ROM disk. The backup is to be maintained off-site by the Chief Executive Officer.

**Completed Assessment Items:** comprise actual pieces of work completed by students; together with an assessor's completed marking criteria guide or observation checklist for each student. This record must be sufficiently detailed to enable an independent technical advisor to form a valid opinion of the standard required. The checklist should also include a summary of feedback given to the student, the assessor's name and date of assessment. Where the assessment item is a practical activity an appropriately annotated marking instrument signed by the assessor and the assessee.

**Assessment instruments** consisting of a document that clearly demonstrates what has been assessed, how this occurred and the linkage to the set standards in the training package. The assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision including eg model answers that list the key points. Assessment instruments may address a cluster of competencies as applicable for holistic assessment. The objective criteria for an assessment need to include bases for decision points and task and environment management requirements. However, where this is deemed to be standard, industry core knowledge or skills of a person appropriate to asses this knowledge, detailed benchmark information is not provided

### General AQTF Requirements

**Storage requirements:** All records must be kept secure and confidential information safeguarded. Backups must be retained of all electronically stored records, and must include a retrieval mechanism.

Information about a student must not be disclosed to a third party without the student's written consent. Procedures must also ensure that students have access to their personal records.

### Transfer of student results and other records in event of ATC ceasing to operate

Within 14 days of an RTO ceasing training operations, it must forward all student records as above, to the Department of Education, Training and the Arts' Regional Office. This documentation is to comprise a complete, accurate and ordered record of information on all student results since initial registration. Qualifications and/or statements of attainment issued to students must be included.

## Procedures

### The Accredited Training Company Records Retention Procedures

The table below outlines the action to be taken to protect records in accordance with this policy; the person responsible to take that action and the duration for which that action is to remain in operation.

Item	Period and other information	Action Officer and location
Student Results	100% for 30 years iaw AQTF Std 4	Px: 2x CDROM 1 on site, 1 at Px home
Qualifications/Statements of Attainment	100% for 30 years	Px 2x CDROM 1 on site, 1 at Px home. NB these records may be maintained on same disk
Completed assessment items	During appeal period: all completed assessment items or marking guide for all students for all units.	Px: on site in Office Admin records cabinet
	Post appeal period: assessors' completed marking guides for 12months. Keep evidence of all students for same period.	Px: hard copy on site in Office Admin records cabinet
Assessment Instruments and assessor marking guides	Retain master copy for 7 years.	Px: 2x CDROM 1 on site, 1 at Px home

### Administration Records

Item	Nature of information	Action Officer and location
Financial records	Electronic A/Cg records	Px: 2x CDROM 1 on site, 1 at Px home
	Hard copy records and files	Px: In Financial records filing cabinet.
	Hard copy purchasing and payment records	Px: in Financial records filing cabinet
Personnel Records	Electronic Copy	Px: Finance Directory (password protected), weekly back up one copy in Student records filing cabinet, one by Px off site
	Hard copy	Px: Admin filing cabinet
AQTF Audit and Compliance Records	Electronic	Px: Compliance directory on main drive. Weekly backup Px: 2x CDROM 1 on site, 1 at Px home
	Hard copy	Px: staff accessible audit folders
Versioned Documents	Electronic register	Px training directory on main drive
	Master copies –where held	Not applicable

### Action in the event of closure of The Accredited Training Company

In the extremely unlikely event that The Accredited Training Company should close, it is the responsibility of the Chief Executive Officer to ensure that all student records that fit within the above-specified retention requirements are formally handed over to the Department of Employment and Training before the business is formally closed down.

## Version Control

### Policy

Version control is applied to all The Accredited Training Company training and administration documents.

### Responsibility

Version control practices are the responsibility of the Chief Executive Officer.

### Procedures

The initial version of all documents is: V1.date.

- modifications made to that document are identified by sequential increases to the version number and current date inserted.
- the decision to modify a document with potential for version change is vested in the Chief Executive Officer
- The Chief Executive Officer then signs off in the version log that the change is authorised and meets the requirements of this policy and associated procedures.

**NB** the Version log is a record of the current version of all training documents and is maintained by the Chief Executive Officer in the main directory and is retained for ready reference as a hard copy in the appropriate file.

Signed:.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**  
Date: .....

# The Accredited Training Company

## Staff Recruitment, Induction and Performance Evaluation Policy and Procedures

Applicable AQTF Standards 1.1, 1.6, 7.1

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### General

The Accredited Training Company is a private, registered training organisation (RTO), in which training and education operations comprise its core business.

### Policy

The Accredited Training Company recruits its staff from appropriately qualified and experienced performers in the paramedical professionals.

Prospective staff members must be able to clearly demonstrate a record of recent employment, generally equivalent to five years full time, that is relevant to qualifications for which they will be required to provide delivery and assessment services and is at or above the level at which a graduate of the program would be employed. In addition, they must hold the Assessment units specified in Standard 7 and are expected to possess significant, recent training experience.

### Recruitment

In the majority of cases, no public advertising is undertaken, selection being made on the basis of personal knowledge, observation and/or personal recommendations.

All The Accredited Training Company training staff members are expected to have both formal qualifications and a high level of hands on practical experience and skill. Because of The Accredited Training Company's close involvement with the majority of its client organisations and the Ambulance Service, the target group for recruitment can be reasonably expected to be personally known or known by reputation to the management of The Accredited Training Company.

Prospective staff members undergo a formal interview against the relevant position description.

### Staff Performance Monitoring

ATC has a policy of continuous monitoring of staff performance. It is a management by exception policy underpinned by a regular appraisal process. The initial approach to the process is outlined below. This approach will be continuously monitored to ensure that effectiveness is achieved without undue, bureaucratic process.

### Staff Mentor

When a new member of staff is recruited, an experienced member of staff is designated as the new staff member's mentor for induction purposes. Where possible, this will be another trainer assessor with whom the new staff member will work.

The role of the mentor is to smooth the path of the new staff member by leading them through the induction program and enhancing her comprehension of the materials in the program and their application.

#### Responsibilities of a Staff Mentor

The appointed mentor is responsible for timely and effective progressing of the new member's induction and for signing off the induction log on completion. The mentor is responsible for ensuring that the induction program is completed within four weeks of the new staff member joining The Accredited Training Company.

The mentor will brief the new staff member on the induction process and facilitate his or her progress through it, arranging availability of specified resource persons as required.

Mentors are also encouraged to provide continuous improvement-related comments on the induction log.

## **Procedures**

### **Induction**

All new training staff members at The Accredited Training Company participate in the induction process and complete the associated induction program within their first four weeks of employment.

The process and its progress are demonstrated by The Accredited Training Company Induction log, an exemplar of which is shown below.

### **Staff Performance monitoring**

ATC manages the performance of its training staff with an integrated program of activities. The program includes:

- Self appraisal interviews on of instructional performance undertaken on a bi-annual basis
- Student unit evaluations
- Annual Chief Executive Officer evaluation in writing

### **Self Appraisals**

Self appraisals are based on a process in which staff members assess their own performance in a training session against a set of prescribed set of criteria. This information has value both at the time to indicate improvement opportunities and over a longer period to demonstrate skills development achieved.

Copies of the ATC self-appraisal form are held by the Chief Executive Officer. Completed copies of self-appraisal form, together with teaching support/session notes used by the teacher and an action plan to resolve any identified shortcomings, are to be provided to the Chief Executive Officer within one week of the appraisal being conducted. The Chief Executive Officer and the teacher are then required to review this appraisal within a further seven days, Results of the appraisal, and the action plan as agreed by the teacher and the results are stored in the teacher's personal file.

ATC teaching staff members are required to undertake two self appraisals per annum. The timing is not critical. However, staff members are expected to space these exercises relatively regularly throughout the year.

### **Student unit evaluations**

Student unit evaluations at the reaction level (Kirkpatrick 1947), are completed by students on completion of the requirements for units or skill sets. Although the evaluations are anonymous, the results are collated and analysed.

The survey provides baseline information on individual and group reactions to each unit or cluster of units and staff member's performance both at that time and over a period of time.

It is the instructor's responsibility to collate the mean scores in evaluations and to analyse text comments for trends and improvement opportunities. These results are then to be provided to the Chief Executive Officer who will review and determine any action that needs to be taken.

Where students' unit evaluations indicate an acceptable level of approval and self appraisals result in compatible results, no immediate, additional action is required. Where there are issues identified, the Chief Executive Officer will negotiate and oversight an improvement plan and facilitate its successful completion.

### **Chief Executive Officer evaluation**

Once per annum, the Chief Executive Officer will review the staff self appraisals and if intervention is indicated, may observe a session of training and a practical assessment conducted by the staff member concerned. The Chief Executive Officer will report on this observation on the Staff Performance Appraisal form. Where the Chief Executive Officer considers that improvement is still called for, he will interview the staff member concerned and draw up an improvement plan, in consultation with the staff member.

The staff member will report back to Chief Executive Officer as specified in the plan.

The Chief Executive Officer will maintain all staff appraisal records for training staff.

Signed.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**

Date:.....

# The Accredited Training Company

## Induction Management Procedure

### INITIATION

1. On a new staff member's first day, he or she will be briefed on the induction process by the Chief Executive Officer or provided with a copy of the induction Log and introduced to his or her mentor.
2. Within the first week of employment, the mentor and new staff member will develop a mutually agreeable action plan for completing the induction process within a period of nine weeks.

### INDUCTION PROCESS

1. While the details of the induction process to be followed are the joint responsibility of the two staff concerned, the mentor is to provide a summary of the plan to the Chief Executive Officer including benchmarks to be achieved during the period.
2. From Week 3 on, the mentor will also advise the Chief Executive Officer of progress achieved and how it relates to the planned rate of progress.
3. It is the responsibility of the mentor to arrange appointments for briefings etc with relevant staff members

### RECORDING OF INDUCTION PROGRESS AND COMPLETION

The mentor will ensure that progress details are entered into the induction log held by the Chief Executive Officer.

The mentor will also ensure that completion details are advised to the Office Administrator and the completed induction record stored with the individual staff member's file

### PERFORMANCE EVALUATION RECORDS

1. Performance evaluation records are in two parts:

Qualitative and critique information is kept in the individual's personal file which is classified as staff-in-confidence and held by the Chief Executive Officer;

Performance evaluation records are managed by the Chief Executive Officer with support from the Office Administrator. Completed forms are to be stored in individuals' AQTF HR compliance files.

#### Performance documentation

The ATC self-assessment form has been designed to assist staff to analyse their performance for professional development purposes and to identify areas in which they can make improvements. Stocks of the Staff appraisal form are held by the Chief Executive Officer.

# The Accredited Training Company

## Induction Log

Name.....

Induction Mentor:.....

Operational Area	Activities	Resources and References	date & sign M/m
The Accredited Training Company overview	<ul style="list-style-type: none"> <li>The Accredited Training Company roles and responsibilities</li> <li>The Accredited Training Company future directions</li> </ul>	<ul style="list-style-type: none"> <li>Brief by Chief Executive Officer</li> </ul>	
Organisation Chart	<ul style="list-style-type: none"> <li>Outline roles and link to responsible people</li> </ul>	Mentor <ul style="list-style-type: none"> <li>Copy of Org Chart including the new staff member</li> </ul>	
Meet Staff	<ul style="list-style-type: none"> <li>Introductions if required</li> </ul>	Mentor <ul style="list-style-type: none"> <li>Informal and low key</li> </ul>	
Legislation	Brief and discussion on: <ul style="list-style-type: none"> <li>Vocational Education, Training and Employment Act</li> <li>Vocational Education, Training and Employment Regulations 2000</li> <li>Workplace Health and Safety Act</li> <li>Workplace Health and Safety Regulations</li> <li>Other applicable legislation reflected in P&amp;P</li> </ul>	Brief by Chief Executive Officer  Mentor <ul style="list-style-type: none"> <li>Assembled collection of information</li> <li>list of websites to visit</li> <li>research task to verify currency of a specified current piece of legislation</li> </ul>	
AQTF	<ul style="list-style-type: none"> <li>Brief/refresher to review and discuss AQTF standards and their relation to ATC policies, procedures and culture</li> <li>RPL and credit transfer</li> <li>Link to how quality standards are maintained</li> <li>Access and Equity</li> </ul>	Chief Executive Officer to brief on compliance culture at The Accredited Training Company <ul style="list-style-type: none"> <li>AQTF manuals, Evidence Guide, ATC information-Student Handbook</li> </ul>	

Subject Area	Activities	Resources and References	date & sig M/m
Continuous Improvement	<ul style="list-style-type: none"> <li>• Policy and Procedures brief</li> <li>• Inputs to CI, internal and external</li> <li>• Cont Imp(CI) log</li> <li>• CI Agenda</li> </ul>	Mentor brief	/
Products, services and customers	<ul style="list-style-type: none"> <li>• Review ATC roles</li> <li>• Target market</li> <li>• Customer service expectations</li> </ul>	Mentor to facilitate: <ul style="list-style-type: none"> <li>• Explanation of role of Cont Imp meetings</li> </ul>	/
Job role and expectations	<ul style="list-style-type: none"> <li>• review position description</li> <li>• working together, information flows, team meetings,</li> <li>• risk management, cont imp and associated activities</li> <li>• identification of Prof Dev needs</li> </ul>	Mentor brief on importance of team work, information flows, internal audits and general AQTF compliance and professional opportunities	/
Security and confidentiality  (As applicable)	<ul style="list-style-type: none"> <li>• Security Procedures</li> <li>• Hours of operation and associated security precautions</li> <li>• Areas and access for staff, and students</li> <li>• Key and access control</li> <li>• Fire precautions</li> <li>• Arrangements for emergencies.</li> <li>• Confidentiality</li> <li>• Student information policy and overall confidentiality policy.</li> </ul>	Mentor brief <ul style="list-style-type: none"> <li>• Evacuation plans</li> <li>• Policies and procedures</li> </ul>	/
Safety	<ul style="list-style-type: none"> <li>• Hazard reporting</li> <li>• Injury reporting</li> <li>• Unsafe situations</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Executive Officer</li> </ul>	/

**Comments:**

Mentor.....

New staff member.....

Chief Executive Officer's Instructions:

Date

Necessary action taken:

Signed.....

Date

# The Accredited Training Company

## Continuous Improvement Policy and Procedures

Applicable AQTF Standards: 1.1, 1.10

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### Policy

The Accredited Training Company is committed to the provision of high quality professional services.

As part of that commitment, The Accredited Training Company ensures that all of its operations are also learning opportunities that form a key input to The Accredited Training Company's Continuous Improvement strategy.

Signed.....

Shane Holborn  
Chief Executive Officer  
**The Accredited Training Company**  
Date:.....

## Procedures

The Accredited Training Company information sources and their levels of interaction can be summarised as follows:

Asset or Resource	Process input	Scheduling	Result
Instructors & assessors	Minuted moderation meetings	Approx six monthly	Mtg notes, Cont Imp what, who, when
	Informal discussions and feedback to Chief Executive Officer	ongoing	PD diary notes and CI agenda items
Industry partners & contacts	Informal and formal	Opportunity basis	Diary notes and issues to CI
Student input and complaints	All complaints reviewed for relevance	Opportunity basis	Information to Cont Imp
ATC graduates	Input on all aspects of training noted for CI	Opportunity basis	Mtg notes and Cont Imp follow up items
Industry analysis	Scan advertisements etc	Opportunity basis	Compare with own efforts for Cont Imp consideration
Internal Audits	Audit reports and suggested action	annual	Items for Cont Imp & Risk Mgt actioned

It is the responsibility of the Chief Executive Officer to ensure that all processes as outlined above are undertaken in a timely fashion and in accordance with the schedule.

## Nature of Inputs

### Informal meetings

An informal meeting with representatives of client groups takes place on a continuing basis. Lack of formality is no obstacle to effective information collection.

In addition, where there are legislative and regulatory changes and events, take advantage of the continuous improvement opportunity.

Notes of new ideas are maintained and where appropriate; become action items in the continuous improvement process

### Moderation meetings

Moderation meetings formalise ongoing dialogue between assessors on aspects of learning and assessment.

Moderation meetings review:

- ◆ the overall learning and assessment strategy for effectiveness
- ◆ the individual criteria for their contribution to the output
- ◆ evidence requirements
- ◆ accuracy of measurement, and
- ◆ and compare the standards achieved in students' work against the specified criteria and the usefulness and accuracy of marking guides

Notes of meeting and suggested changes are recorded and factored into course planning, documentation and other aspects of training operations addressed by the Continuous Improvement strategy.

Should there be only one assessor involved with a particular unit or cluster, the moderation should be undertaken with another appropriately qualified person from the staff, or where this is not possible, a representative from industry.

**INFORMAL MEETINGS**

Informal meetings occur whenever two or more interested parties review any aspect of The Accredited Training Company training. The parties may be staff members, industry representatives or other stakeholders in similar training, as long as the outcomes of the meeting are available to The Accredited Training Company.

Informal meetings take place on an opportunity basis. While no formal meeting notes are required to be kept, any staff involved are relied upon to make diary notes of any observations, suggestions or other key points for review at the next moderation meeting and/or to feed directly into Continuous Improvement meetings. Where there is any implication of urgency it may even be appropriate, to modify assessment or delivery functions without delay.

**STUDENT INPUT**

The Accredited Training Company provides regular opportunities for students to offer comment and suggestions on the nature of training received, assessment issues and decisions on competency. These opportunities include course surveys and evaluations, informal discussions with teachers and assessors and other The Accredited Training Company staff.

**ADVERTISEMENT SCANNING**

The Accredited Training Company maintains a close watch on advertisements relevant to its operations, as well as those of other RTO s servicing the industry. This scanning seeks out information on potential innovations as well as what is happening in training in South Eastern Queensland, across the State, interstate and overseas.

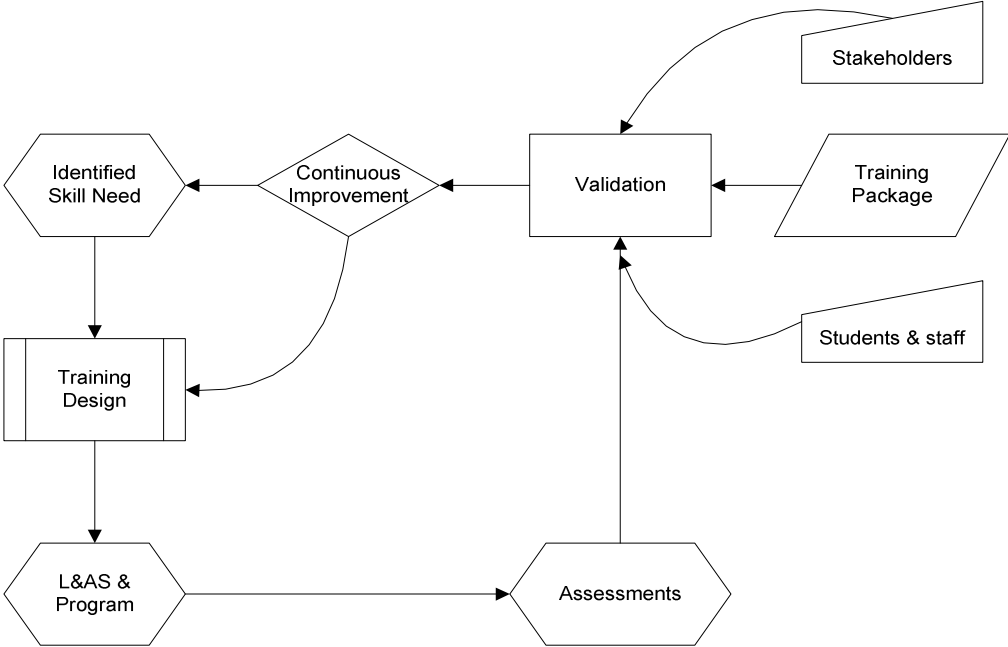
**Quality Management (Continuous Improvement) Approach**

The process outlined below demonstrates how evidence is gathered and evaluated and action taken to improve The Accredited Training Company Quality performance.

Signed.....

Shane Holborn  
Chief Executive Officer  
The Accredited Training Company  
Date:.....

### CONTINUOUS IMPROVEMENT PROCESS



# The Accredited Training Company

## Internal Audit Policy and Procedures

**APPLICABLE AQTF STANDARDS 1.2, 1.4**

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### Background

ATC considers the internal audit process as an essential and interactive component of its quality system. The process plays a number of roles. The first is to integrate with the continual improvement process to ensure that any opportunities for product or service enhancement are identified and included in development planning.

The second is to integrate with the risk management process and system to ensure that changes to products and services do not impact adversely on any aspect of risk in the organization or introduce a new hazard.

Thirdly, the internal audit process involves staff at all levels in the ongoing management of training quality.

### Policy

Internal audits against AQTF standards form a vital part of the management process at ATC and the process is based on a formal annual full internal audit undertaken by a qualified lead auditor. This audit is comprehensive and addresses every criterion in the internal audit guide.

.....

Shane Holborn  
Chief Executive Officer  
The Accredited Training Company

Date:.....

**Audit Procedure**

Team members will meet to review the report from the previous audit review audit outcomes for the previous twelve months, their effective resolution and any issues arising.

The team will then undertake its own audit against the same requirement and provide its report

The Chief Executive Officer will review the audit findings and provide appropriate information and guidance to staff at the first available opportunity.

Audit report is filed with annual audit reports, and the resolution of non complying findings managed.

Chief Executive Officer signs off that audit requirements are now complete.

1.

# The Accredited Training Company

## Respect for Persons Policy – Access and Equity

Applicable AQTF Standards 1.1

Issue	Date	Description	Reviewed	Approved
1.0	08 Aug 2007	Issued for use		

### Introduction

Everyone in The Accredited Training Company comes into contact with a range of people such as students, customers, work colleagues, and members of the general public in the course of their work duties. These people have a diverse range of views, aspirations, expectations and behaviour.

It is vitally important that everyone extends and demonstrates respect for others' attitudes and values in all of their communications and interactions. All people have the right to be treated with respect and dignity by others.

The positive relationships staff and students build with others both internal and external to The Accredited Training Company will influence how well they achieve their individual work goals.

Individuals' daily interactions with others reflect on The Accredited Training Company as well as on them as individuals. It is therefore important to individual and collective reputations that students and staff of The Accredited Training Company relate to each other in a professional and respectful way.

Demonstrating respect for persons can be achieved by adopting a consultative approach to decision-making, informing people of their rights, entitlements and responsibilities, and fulfilling a duty of care to others.

### Obligations

The Accredited Training Company staff and students have an obligation to:

- treat all people with dignity and respect at all times
- respect and be sensitive to an individual's cultural and ethnic background and associated attitudes and values
- be responsive, engaging and helpful to the reasonable requests of clients, work colleagues, and members of the general public
- actively discourage any form of harassment or unlawful discrimination
- ensure decisions that may adversely affect the rights or interests of others are procedurally fair, reasonable, honest, and impartial
- ensure their personal appearance and presentation is clean, tidy and appropriate for the work role performed.

### Standards

The following sections outline The Accredited Training Company standards in a number of areas.

#### Respecting the dignity, rights and views of others

ATC staff must respect the dignity, rights and views of others by:

- listening to and seeking to understand different points of view (This does not necessarily mean agreeing with a particular point of view)

- respecting cultural, ethnic and religious differences
- valuing and acknowledging the genuine contributions that others make in meeting the Academy's mission and objectives
- expressing constructive feedback that is considered and moderate in its tone and expression
- being courteous, sensitive, and honest in communications, and being considerate to the needs of others
- actively managing workplace conflict involving employees in your supervision to create positive and constructive outcomes
- informing people of their rights and entitlements where appropriate
- working co-operatively and collaboratively with others to achieve common goals and a harmonious work environment
- supporting the personal and professional development of others

Any demonstrated failure to respect the dignity, rights or views of others will amount to a breach of this Code.

#### Protecting Staff from Harm

- all staff members have a fundamental right to a safe and trusted physical and emotional environment that is free from harm
- employees must actively seek to prevent harm to fellow staff and to support staff members who have been harmed
- employees must not engage in sexual misconduct with a colleague. Sexual misconduct is defined as:
  - conduct towards any person that would constitute a criminal offence of a sexual nature; or
  - conduct that is sexual harassment as defined in section 119 of the Anti-Discrimination Act 1991.
- the following behaviour also constitutes either misconduct or sexual misconduct:
  - unwarranted and inappropriate touching of colleagues
  - suggestive remarks or action of a sexual nature
  - sexual exhibitionism
  - obscene gestures, language, jokes containing sexual references or deliberately exposing colleagues to the sexual behaviour of others in any form.

#### Interactions with Students and Customers

The Accredited Training Company staff members are required to:

- be responsive to all reasonable requests of students and interested parties in relation to their treatment at The Accredited Training Company
- avoid or take steps to resolve any conflict of interest that arises between their private relationship with a student or interested party, and the impartial performance of their work duties.

#### Leadership and supervisory behaviour

All The Accredited Training Company staff members are encouraged to demonstrate leadership in the performance of their work duties. Supervisors should:

- be role models and encourage and promote behaviour consistent with this code
- treat others fairly and reasonably
- adopt a consultative approach about how work is to be performed, where this is appropriate
- encourage initiative, resourcefulness, responsiveness and leadership amongst employees
- acknowledge the good work of other staff members

- be receptive to and considerate of divergent thinking, ideas and modes of operation that may better achieve the mission of The Accredited Training Company
- exercise delegated responsibilities conscientiously and with prudence
- encourage professional development of staff by providing appropriate learning opportunities and regular constructive feedback through performance review and planning processes, where applicable
- ensure that written reports about a person's work performance are accurate in content and temperate in tone
- accept responsibility for own professional development

### **Procedural fairness**

Procedural fairness refers to a decision-making process that is free from bias, includes only relevant considerations, and where the decision-maker hears from affected persons before a decision is made.

Staff members who make decisions that may adversely affect the rights or interests of others shall observe procedural fairness where reasonably possible.

### **Personal appearance**

Dress, personal appearance and hygiene are important elements of professional presentation. Staff must ensure their personal appearance and presentation is clean, tidy and in accordance with The Accredited Training Company and its public image.

### **Workplace and sexual harassment**

- all staff members, students and anyone else involved with The Accredited Training Company have the right to work in an environment that is free from intimidation, threat, humiliation and workplace harassment.
- sexual harassment is unlawful and will not be condoned within The Accredited Training Company .
- staff members shall not engage in workplace harassment
- offensive, abusive, bullying, belittling or threatening behaviour towards individuals or groups of people is a clear breach of this code.

### **Access and Equity**

Employees must not unlawfully discriminate against any person. Except where exempted by law (refer to the Anti-Discrimination Act 1991), it is unlawful to directly or indirectly discriminate against a person on the basis of the following attributes:

- gender
- relationship status
- pregnancy
- parental status
- breastfeeding
- age
- race
- impairment
- religious belief or religious activity
- political belief or activity
- trade union activity

- lawful sexual activity
- gender identity
- sexuality
- family responsibilities
- association with, or relation to, a person identified on the basis of any of the above attributes.

Signed.....

Shane Holborn  
Chief Executive Officer  
The Accredited Training Company

Date:.....