# VET Quality Manual

# DOCUMENT CONTROL

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**Version History**

| Version # | Date | Reason/Comments |
|---|---|---|
| v1.1 | December 2014 | Create VET Quality Manual to reflect new standards and guidelines for practice |
| v1.2 | November 2015 | Policy 26: Records Retention and Reporting – removal of reference to file system and replace with electronic system as well as roles and responsibilities |
| v1.3 | January 2016 | Policy 8: Accuracy and Integrity of Marketing updated to remove process from QM *(separate document with checklist created)* |
| v1.4 | May 2016 | Policy 10: Staff Arrangements updated to reflect changes in record retention process<br><br>Removed wording Discrimination and Harassment |
|  |  | Policy 12: Continued Professional Development updated to reflect changes in approval and record retention process |
| v1.5 | July 2016 | Policy 31: Fees and Refunds – removal of reference to ASTAS insurance |
|  |  | Policy 27 – Privacy Policy and Personal Information Procedures - renamed Personal information and Privacy policy<br><br>Removal of reference to VFH |

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|---|---|---|
| | | Policy 3: Financial Management updated to reflect changes to 'Fees paid in advance' |
| v1.6 | October 2016 | Removal of position Quality Assurance Manager replaced with Manager |
| v1.7 | November 2016 | Updated consumer Protection Policy 21 to include statement of Obligations |
| | | Policy 24: Rename from Student Progress and Monitoring to Student Participation and Performance Monitoring<br>Revised wording of policy |
| v1.8 | January 2017 | Change of name State Training Services renamed to Training Services NSW |
| v1.9 | Feb 2018 | Policy 25: Certification – removal of reference to skill sets |
| v1.10 | March 2018 | Policy 1: Continuous Improvement updated to align to current information collection and reporting processes<br>Policy 15: Validation updated to include clarity around sample size |
| v1.11 | April 2019 | Policy 13 – Privacy and Confidentiality<br>Policy 21 – Consumer Protection<br>Staff Code of Conduct |
| v1.12 | Sept 2019 | Revised Fees and Refunds Policy 31 to include % of fees to be refunded offered at each stage. |
| v1.13 | Feb 2020 | Revised PD policy including minimum expectations |
| v1.14 | May 2020 | Added WHS Policy 2a (Covid-19 WHS) and Policy 2b (WFH) in view of Covid-19 |

| v1.15 | February 2023 | Removal of Personal Leave, Holidays, Time-in-Lieu and Long Service Leave information due to the creation of Leave Policy |
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**Last Audit Report**

| Legal Authority | Purpose | Start Date | End Date |
|---|---|---|---|
| National Vocational Education and Training Regulator Act 2011 | Australian Skills Quality Authority | 29/07/2013 | 28/07/2018 |
| National Vocational Education and Training Regulator Act 2011 | Australian Skills Quality Authority | 29/7/2018 | 28/7/2025 |

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**Introduction**

International Child Care College Pty Ltd is a specialist Registered Training Organisation (RTO 90081) focused on the delivery of quality training in Early Childhood Education and Care.

**Mission Statement**

International Child Care College Pty Ltd (ICCC) strives to be a leader in vocational education and training (VET).

The College is committed to delivering excellent training solutions that meet the needs of all stakeholders and reflects best practice in adult education. Each product and service, delivered or developed by the College, aims to create an exceptional educational experience, and build the skills and knowledge required by learners. Success builds leaders in the industry, confident of their role in developing young lives and constantly evolving to meet the ever-changing needs and demands of the Early Childhood sector.

**Values and Ethics**

We aim to effectively contribute to the development and well-being of children through excellent training solutions and strategies to support those in Early Childhood Education and Care.   We are committed to open, honest communication and to working collaboratively with all stakeholders to ensure training outcomes that are timely, current and reflect best practice in vocational training, while sustaining the highest level of business ethics.

We advocate for the Early Childhood Education and Care industry and for the rights of the child.

Key to these principles are underlying values including:

»»**Honesty and Integrity**

»»**Transparency and Open Communication**

»»**Quality and Excellence**

»»**Social Responsibility**

»»**Customer Service and Support**

»»**Continued commitment to collaboration**

ICCC is a member of Early Childhood Australia (ECA) and encourages all ICCC students to be aware of, and comply with, the ECA Code of Ethics.

ICCC is also a member of the Australian Council for Private Education and Training (ACPET)

**Training Philosophy**

»»ICCC is committed to the development of all learners on an equal basis regardless of gender, age, ethnicity, social background, language, or ability.

»»ICCC is committed to providing our learners with strategies for practical and cost-effective training.

»»ICCC believes that each learner deserves the opportunity and resources to receive job-relevant and outcome-based training to enable better understanding of workplace roles and better workplace performance.

»»ICCC is committed to providing timely support to students, supervisors, and employers to ensure successful training outcomes.

**Organisation Objectives**

In recognition of this mission, our objectives are:

– **People.** We strive to attract, recruit, and retain talented, competent, and committed people. We promote excellent performance through leadership and professional development.

– **Safety and equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment.

– **Integrity and ethics**. We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.

– **Quality committed.** We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.

- **Learner centred.** We thrive on providing training and assessment that is learner centred and which supports lifelong learning. We respect our clients and strive to attract them time after time through high quality training experiences.

- **Industry engagement.** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.

ICCC is also committed to working cooperatively with state and federal bodies, Industry Skills Councils, ITABs and other organisations involved in the development of vocational training.

## Code of Practice

This Code of Practice requires all College employees and stakeholders to implement policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the educational interests and welfare of staff and students.

## Educational Purpose

International Child Care College has been established principally to provide high quality education and training to students on a sustainable commercial basis over the long term. The College is regulated by specific legislation and the laws and regulations that apply to all Registered Training Organisations in Australia.

It is our intentions to exceed the requirements of these minimum standards and provide students with high quality facilities, staff, training, and support that will surpass expectations.

## Policies and Procedures

The VET Quality Manual outlines the written policies and procedures which ICCC operates as an RTO. These policies and procedures will ensure quality training and assessment that is aligned with the principles of the VQF and consistent with the Colleges' scope of registration

## Organisational Responsibilities and Accountabilities

The CEO is ultimately responsible for the RTO's performance against the VQF standards and ensuring compliance with the conditions of registration. Individual staff members of the

College have specific responsibilities and accountabilities, commensurate with their role and duty statements.

**Focus on Outcomes**

ICCC is committed to improving outcomes related to each VQF standard. The College collects and uses a range of data to monitor how effectively client's needs are being met.

**A Systematic Approach**

ICCC enacts a systematic approach to the delivery of its VET services through planning and monitoring.

**Continuous Improvement**

ICCC is committed to the process of continuous improvement which is integrated into all operational aspects of the Organisation.

ICCC will provide quality training and assessment for all qualifications listed on its Scope of Registration. Training and assessment practices will be systematically improved by:

- Responding appropriately to relevant data;
- Ensuring strategies for training and assessment meet the requirements of Training Packages;
- Conducting training and assessment through competent staff and enacting assessment according to the principles of assessment and rules of evidence, workplace, and relevant training package.

**Administration and Management**

The College will meet the following minimum administrative and management standards:

- Ensure persons with relevant qualifications are employed in managerial and administrative roles
- Maintain systems that ensure the systematic management of student records, training and assessment records, governance records and staff records

**Course Delivery and Student Orientation**

The College will meet the requirements of the NVR SNR Standards:

- In the delivery of qualifications as indicated through the Scope of Registration and determined by the evidence requirements of each Unit of Competency
- Prospective students are clearly informed of the course outline including assessment requirements, training pathways, entry eligibility, fees and refunds, and other important information required to effectively support decision making.

**Training and Assessing Staff**

Trainers and Assessors working for the College will:

- Show competence or equivalency for all units of competency taught or assessed
- Show competence and currency in VET qualifications (TAE)
- Ensure all training and assessment delivered is of the highest quality and integrity
- Involve industry in the development, validation and continuous improvement of training and assessment.

**Training Environment**

The College will meet the following training environment standards:

- Comply with all laws relevant to the operation of premises including WHS, equal opportunity and anti-harassment
- Meet building regulations

**Management Meetings**

ICCC conduct regular management meetings to coordinate the effective running of the organisation. These meetings allow for discussion around business planning, continuous improvement and status reporting.

**Trainer Meetings**

ICCC conduct trainer meetings to coordinate the effective delivery of training and support for students. These meetings allow for discussion around individual tasks, support for students and employers, industry consultation and opportunities for improvement.

**Staff Meetings**

ICCC conduct staff meetings to coordinate the total work environment. These meetings allow for individuals to be updated on the organisational 'bigger picture', and opportunities for improvement.

**Attendance**

It is expected all staff will attend the required meetings.

**Communication of meeting outcomes**

Minutes of meetings are to be issued to all ICCC staff members to inform them of initiatives underway and/or tasks which have been allocated for completion.

**Legislative Requirements**

International Child Care College is subject to legislation related to training and assessment as well as general business practice. This legislation governs our obligations as a Registered Training Organisation (RTO), our obligations to students, and relates to the industry in which we conduct training. This legislation is continually being updated and all International Child Care College representatives are made aware of these changes as they occur.

**Informing staff of their responsibilities**

International Child Care College acknowledges that it has a responsibility to inform and educate staff about the legislative requirements that apply to its day to day operations. By taking a coordinated approach to inform staff of these requirements, we will build a culture of acceptance and positive compliance.

**Staff Code of Conduct**

The following general guidelines apply to all permanent, casual and contracted staff with ICCC:

In relation to general conduct, staff must:

- act in accordance to the appropriate duty statement provided for the job role

- always conduct themselves in a professional manner and meet all Policy and Procedural requirements of the organisation

- comply with all lawful requests

- comply with WHS regulations

- act in the best interests of the College at all times.

NOTE: use of work time to conduct personal activities is to be restricted to break times. This includes personal phone calls and web surfing

In relation to students, staff must:

- treat students with dignity and respect at all times

- follow the organisation's complaints and grievance procedures where there are disputes

- declare any personal relationship with a student that may impact on their ability to act in an objective and impartial manner

- follow the organisations standards in relation to objectivity, privacy and confidentiality. Information relating to student progress must not be made available to any other person without the appropriate written permission of the student

- be free of bias

- comply with Anti-Discrimination principles in dealings with students and potential students

- comply with the organisations Access, Equity and Equal opportunity policy

- recognise the AQF qualifications and Statements of Attainment issued by any other RTO

- promote a positive environment that supports a student's individual personality whilst setting clear boundaries relating to acceptable behaviour;

- respond immediately to observed behaviour misconduct to maintain a safe environment for staff and students and to protect the rights of individuals or groups;

- report (in writing) behaviour misconduct when it is observed, and actions taken

NOTE: Discussions about student matters should be restricted to the workplace between relevant staff on a need to know basis

**Sign-on Book**

In accordance with the ICCC WHS policy, all staff attending the office are required to 'sign-in' on arrival and 'sign-off' on departure.

**Work Calendar**

All trainers are required to complete the outlook calendar for each week/ month of visits including start and finish times, and expected travel time within the contracted work hours

All staff are required to seek approval from the appropriate manager for any duties that occur outside the contracted work hours.

Attendance at any workshops/ conferences/ meetings will be in conjunction with the approved PD plan.

**Professional Development**

All staff are required to undertake professional development each year.

All staff are required to develop a professional development plan in consultation with the appropriate manager.

All staff are required to apply for professional development activities/ opportunities in writing.

NOTE: Applications for PD activities/ opportunities may be declined where non-alignment of the annual PD plan exists.

**Dress Code**

Dress code is smart casual business attire. ICCC staff must present a professional image to students, early childhood services and the general public.

When representing the College, staff must wear:

- business pants/ slacks/ skirt

- collared or polo shirt with ICCC logo

- name badges

- closed shoes

NOTE: ICCC will logo appropriate clothing for staff including shirts, jackets and cardigans.

**Punctuality**

Staffs are required to ensure that they arrive at the workplace or service with sufficient time to adequately prepare for training and any planned tasks or meetings.

**Smoking, Alcohol and other Drugs**

ICCC is a smoke, alcohol and drug free workplace.

**Meetings**

Staff attendance at scheduled team meetings is required.

Trainer meetings and Admin meetings occur each month. Marker (external trainer) meetings occur less frequently and are held online.

NOTE: Webinar/ Skype meetings can be organised for distance trainers

**Confidentiality**

All staffs sign a confidentiality agreement as part of the employment contract.

**Copyright** *(see Policy Copyright)*

ICCC is licensed to reproduce materials for the purpose of training under the provision of the Copyright licensing agreement. The College respects the right of ownership of copyright materials and agrees to only reproduce materials in accordance with the licensing agreement. This agreement also extends to employees who use the College's photocopier or access materials from the internet.

**Implementation**

A copy of ICCC's Policies and Procedures are included to staff as part of the induction procedure.

A review of the professional conduct of staff is incorporated into ongoing staff appraisals.

**Performance Reviews**

All staff performance will be reviewed by the appropriate manager in accordance with the duty statement of the job role and against key performance indicators.

**Termination of Contract**

Where staff are found to have breached ICCC Policies and Procedures including staff conduct, formal warnings will be issued. Three formal warnings are seen as grounds for dismissal

**Introduction to the VET Quality Framework**

The VET Quality Framework (VQF) is the national framework which aims to ensure nationally consistent, high-quality training and assessment services for Australia's vocational education and training (VET) system. VQF is the current version of the framework and is incorporated in the National Vocational Education and Training Regulator Act 2011, under the National Regulator, the Australian Skills Quality Authority (ASQA)

The VET Quality Framework comprises:

- The Standards for National VET Regulator (NVR) Registered Training Organisations
- The Fit and Proper Persons Requirements
- The Financial Viability Risk Assessment Requirements
- The Data Provision Requirements; and
- The Australian Qualifications Framework

**Fit and Proper Persons Requirements**

ICCC ensure all managerial and decision making stakeholders meet the Fit and Proper Persons Requirements as determined by ASQA. The required documentation is completed each time there is a significant change to staffing that impacts the management of the RTO

**Financial Viability Risk Assessment Requirements**

ICCC meets the requirements of this legislative instrument through the ongoing financial provisions of an incorporated company and a Registered Training Organisation. Financial statements are provided to relevant Authorities as required.

**Data Provision Requirements**

A range of data is to be provided to ASQA (or their delegate) as required. Some of this data is scheduled and should be submitted by due dates (e.g. QI data) and some is to be provided on request.

- AVETMISS Compliance
  NVR RTO's are required to provide AVETMISS compliant data regarding students, courses, units of activity and qualifications completed.
- Registration Requirements

Data Provision Requirements provide information that must be provided to the National VET Regulator if requested for the purpose of initial registration, renewal of registration or audits.

- Quality Indicator

  RTO's are required to collect and use data on three Quality Indicators which have been endorsed by the National Skills Standards Council (NSSC): Learner Engagement, Employer Satisfaction, and Total VET Activity

**Section 1 - Governance**

The NVR Registered Training Organisation must explicitly demonstrate how it ensures the decision making of senior management is informed by the experiences of its stakeholders. The College ensures that persons who are in a position to influence the organisation will satisfy fit and proper persons requirement as required by ASQA.

The Policies and Procedures documented in this section of the VET Quality Manual reflect the governance of the organisation and the approaches used to ensure the work environment for every employee is safe, secure and within the guidelines of the VQF

**This section includes:**

Policy 1 – Continuous Improvement

Policy 2 – Workplace Health and Safety

Policy 2a – Covid -19 WHS

Policy 2b Working from Home

Policy 3 – Financial Management

Policy 4 – Insurance

Policy 5 – Interactions with the National VET Regulator

Policy 6 – Internal Audit

Policy 7 – Partnership Arrangement

Policy 8 – Accuracy and Integrity of Marketing

Policy 9 – Child Protection

Policy 10 – Staff Arrangements

Policy 11- Teaching and Leadership

Policy 12 – Continuing Professional Development

Policy 13 – Privacy and Confidentiality

Policy 14 – Plagiarism, Copyright, and Intellectual Property

## Policy 1:  CONTINUOUS IMPROVEMENT

All aspects of the organisation operations must identify and apply best practice. A system of continuous improvement is embedded into all aspects of organisational practice.

**Policy**

ICCC systematically and continuously improve all aspects of its business operations.

**Overview**

ICCC is committed to the continuous improvement of our training and assessment services, student services and our administrative management systems. Central to this commitment is this policy which outlines our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

**Systematic Approach**

ICCC applies a systematic approach to support continuous improvement. This approach includes:

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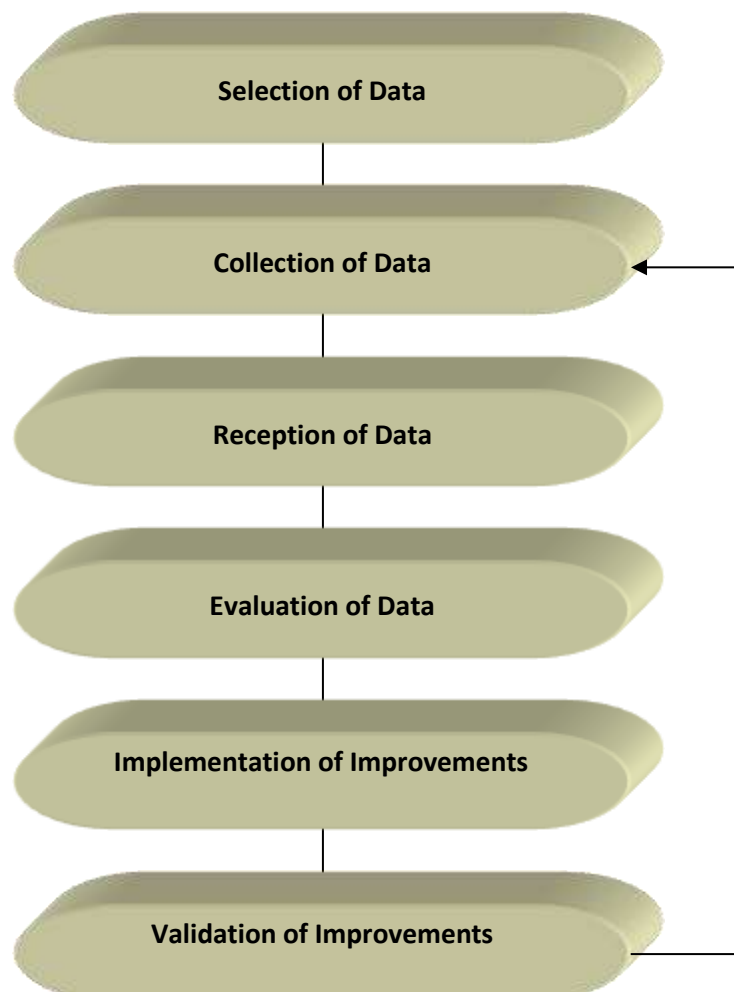
**Systematic Approach to Continuous Improvements**

– **Selection.** Data collected has been selected on the basis of its relevance to the NVR RTO standards and quality indicators. Most important, is the collection of data from learners and employers relating to their expectation and experience of our services. Data sources have been selected to provide a balance of qualitative and quantitative information. The following data is identified for collection and for input into our continuous improvement system:

- Learner, Supervisor, Employer, ICCC staff and management feedback

- Competency and Qualification completion rates

- Outcomes of complaints and appeals processes

- Outcomes of validation and moderation processes

- Outcomes of industry consultation

- Information from the National VET Regulator or Industry Skills Council

- Outcomes of internal and external quality audits

– **Collection.** Data will be collected using a range of methods to enable sufficient data on which valid judgements may be made. Allowing for different data collection methods provides maximum opportunity to engage with learners and employers and to seek and obtain input from our staff and other stakeholders. Once collected, this range of information is supplied to management.

– **Reception.** Quantitative and qualitative data is collated into a Continuous Improvement Report for consideration by Management as required.

– **Evaluation.** Management may discuss relevant data together as a management team, meet with team or individuals within a team, or self-evaluate information regarding improvement opportunities.

– **Implementation.** Once improvements have been identified and agreed to, they are implemented via the appropriate manager and related team with clearly defined improvement actions, implementation responsibilities and review guidance.

- **Validation.** Improvements are validated to confirm that they have produced the intended result. This is achieved through the review mechanisms and through collection of further data over time to evaluate the improvement's effect on the system and how it has been received by learners and/or employers. Validation may result in the improvement action being closed or may require additional actions to fine tune the improvement.

**Reporting Opportunities for Improvement**

The primary method of reporting opportunities for improvement by staff or other stakeholders is via the regular team, meetings as well as informal and formal updates.

**Implementation**

The responsibility for implementing continuous improvement opportunities is vested with all members of the organisation under the guidance of senior staff. All information is relevant however all information may not result in continuous improvement. It is the responsibility of management to decide on future actions.

## Policy 2: WORKPLACE HEALTH AND SAFETY

ICCC provide a safe and healthy workplace for our staff, students, contractors and visitors by having a planned and systematic approach to the management of workplace health and safety. ICCC is committed to workplace health, safety and the working environment as part of daily business activities.

The policy is intended to cover the entire scope of situations which may arise in a workplace that relate to safety or hazards. International Child Care College recognises the need in applying a continuous improvement approach to robust WHS policy development.

**Policy**

ICCC adheres to WHS requirements ensuring a safe and secure workplace

**Overview**

The objectives of this policy are to ensure that:

– Hazards and risks to health and safety are systematically identified, assessed and, where they cannot be eliminated, are effectively controlled;

– Measures to control hazards and risks to health and safety are monitored and evaluated regularly;

– Staff are engaged and sought to contribute to occupational health and safety matters affecting their health and safety at work;

– Staff, students, contractors and visitors receive appropriate information, training and supervision to understand and carry out their responsibilities safely.

**Risk Rating**

ICCC is a low risk workplace meaning workers are not exposed to hazards that are likely to result in serious injury. Potential work related injuries and illnesses requiring first aid would be minor in nature.

ICCC aims to:

• Provide first aid equipment and ensure that each worker has access to that equipment

• Ensure access to facilities for the administration of first aid

- Ensure an adequate number of workers are trained to deliver first aid at the workplace

WHS Officers will exercise due diligence to ensure that ICCC complies with the WHS Act and Regulations including the use of appropriate resources and processes to eliminate or minimise the risk to health and safety.

ICCC Workers have a duty to take reasonable care for their own health and safety and must not adversely affect the health and safety of others persons. Workers must comply with reasonable instruction and cooperate with any reasonable policy or procedure relating to health and safety in the workplace.

**Size and Location of the Workplace**

The ICCC workplace is a relatively small workplace. The office is spread over 2 floors with staff numbers split between the two levels. It is likely that any incident which occurs in the workplace would be quickly responded to by ICCC First Aid trained staff.

**Proximity to Emergency Services**

The ICCC office is located 50 metres from a walk-in surgery/ clinic. All minor incidents requiring medical attention would be taken immediately to this surgery for follow-up.

The office is also located approximately 15 minutes from the John Hunter hospital by car or ambulance.

| Size and Location of Workplace | |
| --- | --- |
| Number of Floors | 2 |
| Access between Floors | Single stair case (1.5 metres wide + 1 landing) |
| Nearest Medical Service | 50 metres west along Lambton Road |
| Nearest Hospital | 6.8km or approx. 12 minutes away |

| Number and Composition of Workers | |
| --- | --- |
| Number of Workers | 17 |
| Number of Other Persons | Approx. 1-2 visitors or volunteer workers per day |
| Overtime Worked | Occasionally |
| Remote Workers | 1 |

**Responsibilities**

***The CEO is** responsible for:*

– Providing a healthy and safe workplace for staff, students, contractors and visitors;

– Ensuring that adequate resources are provided to meet the health and safety objectives and procedures of ICCC

– Ensuring that ICCC complies with all relevant occupational health, safety legislation and standards;

– Providing appropriate health and safety policies and procedures to enable the effective management of health and safety and control of risks to health and safety;

– Providing mechanisms which enable staff to be consulted on work practices, policies or procedures which may affect the occupational health and safety of staff;

– Providing mechanisms to monitor and report regularly on the organisation's health and safety performance.

*The **WHS officer** is responsible for:*

– Assisting in the development, implementation and monitoring of health and safety policies and procedures;

– Considering proposals for, or changes to, the workplace, policies, work practices or procedures which may affect the health and safety of staff;

– Promoting awareness of health and safety across **the College**;

- Ensuring that hazards in work or study areas are identified, risk assessed and controlled and that these risk control measures are monitored regularly and maintained;

- Ensuring that staff and students under supervision are provided with the required information and training to carry out their work or study safely and effectively;

***Staff and students*** *are responsible for:*

- Complying with relevant ICCC work health and safety policies and procedures;

- Obeying any reasonable instruction aimed at protecting their health and safety in the workplace;

- Using any equipment provided to protect their health and safety in the workplace;

- Assisting in the identification and assessment of hazards and implementation of hazard control measures;

- Reporting any incident or hazard in the workplace to their manager;

- Considering and providing feedback on any matters which may affect their health and safety;

- Not being affected by alcohol or non-prescribed (illicit) drugs whilst at work or study.

**Hazard Identification and Reporting**

ICCC completes an annual audit of the workplace environment and equipment to identify any risks to health and safety.

Any workplace hazards that arise during the course of the year should be reported immediately to the WHS Officer.

**Assessing Risks**

The WHS Officer will assess the risk, take the necessary action to eliminate or rectify the problem as soon as possible.

All workplace hazards are to be recorded in the WHS Register.

**Monitoring Risks**

It is the responsibility of all staff to be aware of and comply with the organisation's procedures to identify, eliminate or reduce risk.

**Training**

Induction training – ensures new workers are trained on safe systems of work

Work specific training – ensuring workers carry out particular work as appropriate

Emergency training procedures – ensuring workers know what to do in the event of an emergency

**Staff Consultation**

All staff and other persons associated with the College are encourage to actively participate in discussions and actions related to WHS. Feedback is collated in a central position with discussion outcomes shared with others through staff meetings and email alerts. ICCC staff have a duty of care to alert management of any procedures or plant and equipment that could lead to an incident or accident occurring.

**Controls of Hazards**

In circumstance where a hazard has been identified, the manager or WHS officer, must act quickly to control the hazard in the best way appropriate. Where immediate action is not able to be implemented, the area in question must be barricaded off until a suitable resolution to the hazard can be implemented.

**Reviews and Testing**

Identified hazards and controls are reviewed regularly to ensure continued management of a safe work environment. All maintenance of electrical equipment and machinery must be carried out by specialist personal. All reviews are scheduled in the Risk and Hazard Register.

**Electrical Tagging**

ICCC undertakes to have all electrical appliances tagged and tested annually to ensure the safe use of all electrical equipment.

**Fail Safes**

ICCC uses RCD's (residual current devices) to ensure that any electrical risk associated with the supply of electricity to 'plug in' electrical equipment is minimised.

**Work Stations**

Work tasks generally involve staff being seated and undertaking repetitive work. To this extent all staff are provided with work stations that meet Australian Standards. Chairs heights are adjustable, have swivel and rolling movements, and offer adjustable lumber

support.

Staff are instructed on how to ergonomically set up their personal work station and advised to take regular breaks and exercise.

**Permanent Risk Minimisation Strategy**

The following applies to all persons and will not be tolerated under any circumstances

Any consumption of alcohol or illegal drugs which may affect the performance and conduct of any person while attending the College or workplaces where visits have been arranged by the College will be regarded as bringing the College into disrepute.

Any person who is suspected of being affected by alcohol or illegal drugs while attending the College or workplace where visits have been arranged by the College will be immediately asked to vacate the College, workplace or other location. Failure to meet this request will result in the Police being called.

Any person who brings alcohol or illegal drugs onto College premises will have employment or enrolment terminated immediately.

Students are advised that working with young children requires a good standard of health and fitness. Both full-time and part-time study and work can be physically and emotionally demanding and attention to personal health and wellbeing is essential.

Where it becomes apparent that a student is presenting with health issues that are affecting performance, the College will endeavour to refer the student to the appropriate health professionals

## Policy 2a: COVID-19 WORKPLACE HEALTH AND SAFETY

ICCC is committed to the health and safety of the community through risk minimisation and control measures related to the COVID-19 virus by implementing recommendations provided by the Australian Government- Department of Health and Safe Work Australia.

**Policy**

ICCC provide a safe working environment specifically related to the risks of COVID-19 by adhering to all recommended guidelines from the Australian Government- Department of Health and local Public Health Units. ICCC have effective hygiene practices as per SafeWork Australia recommendations.

**Overview**

COVID-19 is transmitted from someone who is infected with the virus to others in close contact through contaminated droplets spread by coughing or sneezing or by contact with contaminated hands or surfaces. According to Department of Health, the time of exposure to the virus and when symptoms first occur is anywhere from 2-14 days.

Symptoms can range from a mild illness, similar to a cold or flu, to pneumonia. People with COVID-19 may experience:

- Fever
- Flu-like symptoms such as coughing, sore throat and fatigue
- Shortness of breath

In the event of any staff member or visitor attending the ICCC offices and/ or staff member visiting services in the broader community, who is suspected or confirmed to have the infection, ICCC will contact their Public Health Unit.

National Coronavirus (COVID-19) Health Information Line

- Ph: 1800 020 080
- Call Ph: 131 450 for translating and interpreting service.
- Health Direct Ph: 1800 022 222

**Risk Management**

ICCC seek to identify any possible risks and hazards to our work environment and practices related to COVID-19. Where possible, we have eliminated or minimised these risks as is reasonably practicable.

Control measures include implementing good hygiene, self-isolation and social distancing, as well as:

- exclusion of unwell staff and visitors

- reducing mixing of staff by separating workspaces

- enhanced personal hygiene for staff

- modified cleaning guidelines

- recommending influenza vaccination for staff.

Staff with complex medical needs are encouraged to seek medical advice from their health practitioner to support decision-making regarding the suitability of community integration.

Control measures are reviewed in consultation with staff members.

**Workers who are considered in the high-risk category**

Include employees who:

- Are older
- Have known medical issues or a weakened immune system (e.g. chronic illness, cancer etc)
- Have recently returned from overseas
- Have recently been in contact with a confirmed case of COVID-19

**Workers who are considered vulnerable and are at a greater risk of contracting the virus.**

Include employees who are:

- Aboriginal and Torres Strait Islander people

- 50 years of age and older with a chronic medical condition

- People aged 65 years and older with a chronic medical condition

- People aged 70 years and over

- People with compromised immune systems

**Immunisation**

There is no vaccination for COVID-19, however recommend the seasonal influenza vaccination.

**Hygiene practices**

Signs and posters remind employees and visitors of the risks of COVID-19 and the measures that are necessary to stop its spread including hand washing and hand sanitiser procedures and information about COVID-19.

Alcohol-based hand santiser will be available for use. Disposable tissues and bins with plastic liners are available in several locations for disposing used items.

**Notification**

ICCC is mandated to notify the Public Health Unit or Health Information Hotline on Ph: 1800 020 080 of any confirmed or suspected cases of COVID-19.

Management reserves the right to request employees to self-isolate if they suspect they have come into contact with someone who has a confirmed COVID-19 infection

**Shut down and Deep Cleaning**

Where a confirmed case of Covid-19 is identified as contaminating the office space, the office will force a mandatory exclusion shutdown for 72 hours.

During this time, ICCC will engage a specialist cleaning team to 'deep clean' the office environment

All employees who have been made at risk through this positive Covid-19 identification will be contacted as soon as possible and are required immediately self-isolate and seek a Covid-19 test.

## Policy 2b: WFH (Working from Home)

ICCC recognises that from time-to-time, staff members may require a working from home option as an alternative work arrangement. Working from home is a work arrangement where the staff member undertakes normal ICCC activities and duties from a home-based work site instead of at their usual work location. Working from Home is neither an entitlement nor an obligation, and staff members may only be permitted at the discretion of the General Manager or CEO.

**Policy**

ICCC ensure approved staff members have a safe working from home environment

**Overview**

Staff members may request an alternative working from home arrangement with the General Manager or CEO. Each request will be assessed on a case-by-case basis and will be at the discretion of the General Manager and/or CEO.

The terms and conditions of employment between ICCC and the staff member, as well as the roles and responsibilities of the staff member, which apply at the staff member's workplace, will also apply at the home-based work site.

Approval for working from home may be modified or terminated if it is determined that the needs of the College, the staff member or stakeholders are not being met or have changed.

**Health and Safety**

Under the Work Health and Safety Act 2011 (NSW) and the Work Health and Safety Regulation 2017, the College is responsible for the health, safety and welfare of a staff member at work and while at the home-based site. All ICCC's governing documents, including the WHS Policy, which apply at the staff member's usual place of work shall, as far as practicable, apply in carrying out work at the home-based work site.

Prior to commencing a working-from-home arrangement, the staff member must complete the *Working from Home Checklist* and submit it to the General Manager to ensure the home-based work site meets acceptable WHS standards.

The General Manager must review the completed Working from Home Checklist and assess compliance with the **Work Health and Safety Act 2011 (NSW)**, ICCC WHS policy and associated legislation. The General Manager will not approve a working from home request where acceptable WHS standards are not met.

The General Manager together with the staff member must monitor the home-based work site, associated equipment to be used and activities to be undertaken, in accordance with the provisions of the relevant legislation.

**Agreements**

In entering into a working from home arrangement, the staff member agrees:

- To notify the General Manager of any work-related accident, injury, illness or disease that may arise while working from home and complete an *Accident Report Form*;
- To an inspection of the home-based work site by the College with forty-eight (48) hours' notice of inspection;
- That the College is not responsible for any liability on the part of a third party who is not a staff member of the College at the working from home site;
- That the College assumes no responsibility for the staff member's personal property;
- That tax implications related to all aspects of working from home are the responsibility of the staff member;
- To perform only official duties and not to conduct personal business while working from home. Personal business includes, but is not limited to, caring for dependents and making home repairs;
- Not to conduct any face-to-face work-related meetings at the home-based work site unless they are conducted by videoconferencing or via the internet;
- To provide regular reports and timesheets as required by the Finance, Training, Administration and General Manager to help monitor work performance. The staff member must understand that a decline in work performance may result in cessation of the working from home arrangement by the College.

**Equipment**

The College is not required to supply core equipment or facilities to the staff member for the purposes of working from home. It is assumed that a staff member entering into a working from home arrangement has adequate equipment to complete the assigned job, for example, telephone, workstation and internet access.

Any hardware purchased by the College remains the property of the College and must be returned to the College should the working from home arrangement be terminated. Staff members using ICCC licensed software must adhere to the manufacturer's licensing agreement.

**Records and Confidentiality**

All records, documents, work papers and work products developed while under the working from home arrangement are subject to the College's governing policies including *Privacy and Confidentiality* and *Plagiarism, Copyright, and Intellectual Property* and any related processes and practices which apply at the staff member's usual place of work.

Confidential, corporate, private and other restricted access materials must not be compromised in any way and staff members who are working from home should take all precautions necessary to secure such materials.

Office supplies required to complete work assignments in a working from home arrangement may be provided by the College upon request.

**Ability to be contacted**

It is the responsibility of the staff member to be readily contactable while at the home-based work site. Arrangements may be terminated if the ability to contact the staff member is inadequate.

**Workers compensation**

Staff members undertaking authorised home-based work are covered by the same principles of the Workplace Injury Management and Workers Compensation Act 1998 that apply to office-based staff.

**Insurance Arrangements**

Staff members are solely responsible for checking whether working from home has any impact on any existing insurance arrangements they may have, including public liability or equipment covered by their own home contents insurance, and any obligations they may have to notify their insurer that their home is to be used for work purposes.

**Terminating of Working from Home arrangements**

Working from home is an arrangement and is available only as long as the staff member is eligible at the sole discretion of the College. Working from home is neither an entitlement nor an obligation.

The College or staff member may terminate the arrangement, with or without cause, with one (1) weeks written notice, or other as agreed in the case of an ongoing arrangement.

The College will not be held responsible for costs, damages or losses resulting in cessation of the arrangement. The conditions stated in this document act as an adjunct to the individual staff member's existing conditions of employment.

## Policy 3: FINANCIAL MANAGEMENT

This policy reflects ICCC's commitment to RTO compliance, financial viability and the protection and guarantee of student fees.

**Policy**

ICCC finances are managed in accordance with standards laid down by the Australian Accounting Standards Board (AAS).

ICCC protect fees paid in advance to ICCC by its students and offer a fair and reasonable refund mechanism.

**Overview**

ICCC's provides' high quality vocational training and assessment while maintaining business viability. The company will continue to seek financial advice from industry experts including the National Australia Banks' Business Banking Manager and other financial consultants.

Viability for International Child Care College means it has the financial resources necessary to:

- acquire the requisite assets and physical resources to deliver all qualifications on its scope of registration;

- employ sufficient appropriately qualified staff to cover the courses for which it takes enrolments;

- provide appropriate levels of student services to students;

- remain in business to ensure that each student can achieve completion; and

- meet the above requirements, even in an unsure economic environment.

In accordance with this requirement, International Child Care College will submit to an assessment of financial viability risk by a qualified independent financial auditor nominated by the NVR at any time during the registration period. This will include providing financial data and information to the qualified independent financial auditor in a format that is in accordance with Australian Accounting Standards.

**Accounts to be kept**

Financial accounts of all aspects of ICCC operations are kept with accuracy and integrity. These accounts detail all monies received and expended by the College. These accounts shall be open to the inspection of appropriate registering bodies. These accounts are retained in archive for no less than seven years.

**Finance Manager Responsibility**

The Finance Manager is responsible for ensuring that all general records, accounting books, documents, securities and records of receipts and expenditure connected with our operations are kept as to satisfy an audit against the Australian Accounting Standards.

**Audit of accounts**

International Child Care College will have its accounts certified by a qualified accountant, to Australian Accounting Standards, at least once each financial year and will provide certificates of account to the National VET Regulator on request.

**Reporting of accounts**

On request from the National VET Regulator, ICCC will provide a statement of its financial accounts, an annual report, and/or a business plan. The CEO is responsible to ensure that all accounts are accurate and well prepared and provided to the National VET Regulator in a timely manner.

ICCC accounts are managed on a day-to-day basis by ICCC's Finance Manager using Quick Books and EMT programs.

**Fees Paid in Advance**

ICCC does not collect fees paid in advance of more than $1000 from each individual student prior to the commencement of the course. Any further fees required to be paid in advance will not exceed $1500 in any one payment.

*Policy 4:* **INSURANCE**

ICCC is commitment to providing a quality environment for employees to work and students to learn. This includes investment into appropriate insurances.

**Policy**

In accordance with legislative requirements and the Standards for NVR Registered Training Organisations, ICCC hold various insurances to protect it against loss and to protect others we interact with.

ICCC obtain and maintain the currency of, the following insurances:

– Worker's Compensation Insurance to meet our obligations by law to cover injuries to employees and provide protection against worker's compensation claims.

– Public Liability Insurance to cover injury to other people or damage to other people's property whilst doing business with us.

– Building and Contents Insurance to cover loss or damage to International Child Care College premises or contents caused by things such as fire, flood, storm damage or theft.

– Professional Indemnity Insurance for International Child Care College representatives who provide advice, to cover them for claims arising out of that advice.

– Motor Vehicle Insurance to cover damage and theft to motor vehicles owned and operated by International Child Care College.

Any new equipment purchased by ICCC is to be included into the current insurance policies as soon as possible.

ICCC maintain an Australian Student Tuition Assurance Scheme (ASTAS) insurance to ensure the protection of student fees paid in advance.

## Policy 5: INTERACTIONS WITH THE NATIONAL VET REGULATOR

ICCC maintains regular contact and reporting to all relevant authorities. Contact and reporting includes learner engagement data and organisational information

**Policy**

ICCC ensure appropriate cooperation and interaction with the National VET Regulator.

The following general principles are to be applied to ensure ICCC cooperates with the National VET Regulator requirements:

– **Audits and the monitoring of its operations.**

The CEO shall act as the designated point of contact during the National VET Regulator audits and monitoring activities. The General Manager is to coordinate the preparation for external audits and ensure all documentary evidence and access to staff is provided to support the conduct of the audit. The General Manager will also coordinate the response to any request for information or corrective action as a result of a compliance audit.

– **Accurate and timely data.**

ICCC provide the National VET Regulator the following information on request:

- Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) data;

- Proof of legal entity;

- Financial viability risk assessment information (please refer to Financial Management Policy);

- Business Name Registration Certificate;

- Australian Business Number (ABN);

- Address and contact details;

- Fit and Proper Person information;

- Information to demonstrate compliance with NVR RTO standards; and

**Significant changes to its operation**

The CEO is responsible to report significant changes to operations to the National VET Regulator as soon as practicable after they happen (preferably within 20 working days) and without being requested to do so. ICCC is to notify the National VET Regulator by completing the [RTO notification of material change or event form](#) available from the ASQA website.

- **Change of legal entity.** In the case of changes to the business legal entity, the National VET Regulator must be notified in writing of any proposed change to the legal entity. The change of legal entity also requires International Child Care College to apply for registration under its new entity.

- **Change of ownership.** In the case of ICCC experiencing a majority ownership (50% or more) in the shareholding, the CEO must notify the National VET Regulator in writing immediately and submit the [RTO notification of material change or event form](#) together with a historical company extract showing the new shareholding arrangements.

- **Change legal name.** In the event that ICCC changes its legal name but does not change its operating entity, the CEO must notify the National VET Regulator in writing immediately and submit the [RTO notification of material change or event form](#) together with a copy of the relevant certificate of business name registration or ASIC registration certificate.

- **Change trading name.** In the event that ICCC changes its trading name, this does not trigger re-registration. The CEO is required to notify the National VET Regulator immediately using the [RTO notification of material change or event form](#) and provide to the National VET Regulator the relevant certificate of business name registration.

- **Changes to legally responsible person.** In the event that ICCC change the person that is legally responsible for the RTO, but no other changes to the legal structure, the organisation is responsible to nominate a new legally responsible person and advise the National VET Regulator in writing. The CEO is responsible to complete the [RTO notification of material change or event form](#) and submit this with a signed [Change of CEO Statutory Declaration](#) and a [Fit and Proper Person Declaration](#).

- **Financial viability and/or financial projections.** In accordance with the financial management policy, the CEO is responsible to ensure ICCC has its financial accounts certified by a certified practising accountant on an annual basis. The CEO is also to maintain accurate business and financial plans which provide realistic and accurate financial projections. These documents are to be made available on request to the National VET Regulator.

- ICCC will notify the National VET Regulator immediately if there are significant changes to its financial viability. This includes:

  - Net tangible assets fall below 2% of Revenue.

  - Working capital falls below 2.5% of Revenue.

  - Debt Ratio is greater than 1.00.

  - Profitability falls below 0%.

  - Change in financial guarantor arrangements.

  - Change in mechanisms for securing student fees paid in advance.

**Cease to operate**

The CEO is responsible to ensure that there are suitable arrangements to provide records of student outcomes to the National VET Regulator in the event that ICCC ceases to operate. This will be provided via an AVETMISS report encompassing all activity data for the duration of ICCC operation.

If circumstances are such that ICCC are not able to carry on operations (death, liquidation, bankruptcy), the CEO is to advise the National VET Regulator immediately of this decision and provide advice regarding impact on currently enrolled students. ICCC has a responsibility to transfer these enrolments to another RTO with least disruption to individual students. On ceasing operations, ICCC is to, facilitate currently enrolled students transfer to another RTO, issue these students with an appropriate refund for service not provided, and issue students with a Statement of Attainment based on completed units of competence.

**Business sale**

The CEO is required to notify the National VET Regulator immediately once the sale agreement has been finalised. ICCC is also required to formally notify the buying entity that the Certificate of Registration is not transferable and they must immediately apply for registration (assuming they are not already an RTO). If the buying organisation is already an RTO, then they will be required to apply to the National VET Regulator to extend their scope of registration to include new items on scope.

ICCC also has a responsibility to continue to meet its obligations to students until the new entity is fully established with RTO registration. Once the sale transfer is complete, ICCC is required to advise the National VET Regulator of the completed transaction and return the Certificate of Registration to the National VET Regulator.

**Triggers for Interactions with the VET Regulator**

- Audit and performance review notifications
- Changes to business operations and ownership
- Scheduled data submissions

**Process for Interactions with the VET Regulator**

- Triggers will inform the required action
- Required information is prepared
- Information is submitted to the VET regulator in an appropriate format

## *Policy 6:* INTERNAL AUDIT

Regular self-audit helps to ensure compliance with the laws and regulations that impact on the RTO. Self-audits help identify opportunities for improvement and supports gathering of evidence against the standards.

**Policy**

ICCC undertakes regular internal audits and reviews

**Overview**

Some form of internal audit should be undertaken every 12 months. The scope of internal audit is to include the NVR RTO standards.

Internal audit is the planned, systematic and documented process used to assess our compliance with the NVR RTO standards. It also provides us with information about the quality of our training, assessment, student services and the management systems we use to support the continuous improvement of our operations and outcomes.

**Identifying an auditor**

Auditors appointed internally are to be selected at the discretion of the Chief Executive Officer. These staff members should have appropriate skills and knowledge to adequately interpret evidence against the scope of the audit.

The internal audit should be conducted like any external audit. The audit process should include:

– Audit planning;

– Audit notification;

– Desk-top review;

– Site audit; and

– Audit reporting.

**Procedure**

Internal audits can take place over a short or extended period of time, which is over a week or over a year. The audit is looking to determine if systems in place are being implemented and working to help the College achieve the business directives on goals.

An audit team, consisting of one or more people with the necessary skills and knowledge to carry out the audit, will complete the internal audit checklist and report on the required evidence. This process will include:

- Examining the VET Quality Manual
- Examining records of actual training conducted
- Reviewing a sample of student files
- Analysing the resources for delivery including the assessment tools
- Interviewing stakeholders
- Observing practices
- Reviewing continuous improvement strategies

The RTO general Manager will compile a report to the CEO detailing the outcomes of the internal audits with associated suggestions for continuous improvement.

**Triggers for Internal Audits**

- Scheduled review requirements
- Complaints

**Process for Internal Audits**

- Triggers will inform the required action
- Required information is prepared
- Continuous improvement may be applied

## Policy 7: PARTNERSHIP ARRANGEMENTS

ICCC aims to maintain strong relationships with its contracted partners through high levels of support and contact, regular validation of learning and assessment materials and completed student works, and supply feedback and opportunities for improvement.

**Policy**

ICCC monitors and supports contracted partners to ensure quality delivery of training and assessment.

**Overview**

ICCC acknowledges that we are accountable for the quality of training and assessment provided through partner organisations on our behalf. We therefore ensure that any partner arrangements are underpinned by a clearly articulated agreement that fully expresses the roles and responsibilities of each party and how arrangements are monitored. The level of documentation and monitoring will be appropriate to the level of complexity of the arrangement and the level of risk to the quality of training and assessment outcomes for students.

**Definition of ICCC Partnerships**

A partnering arrangement exists where an organisation (which may or may not be an RTO) is contractually engaged to deliver training and/or assessment services on behalf of ICCC.

**Informing the National VET Regulator**

When entering into or concluding a partnering arrangement either with an RTO or non RTO partner, ICCC formally notify the National VET Regulator prior to these arrangements occurring. This notification is to be in writing from the CEO and is to briefly describe the nature of the partnership that is either scheduled to commence or conclude. In the case of funded training, ICCC submits the Training Services NSW approved Application to Sub-Contract prior to the proposed arrangement. Only when this arrangement is approved will the venture move ahead.

**Written agreement**

The written agreement must clearly articulate the respective roles of each party in training and assessment services provided and requirements set out in the Standards for NVR Registered Training Organisations.

**Written agreement with another RTO**

Where the arrangement is between ICCC and another RTO, the written agreement may include arrangements for:

- Ensuring that training and assessment and student services are appropriate and continuously improved;

- Developing, monitoring and reviewing training and assessment strategies and materials;

- Ensuring that staff, facilities and equipment are in place, as described in training and assessment strategies;

- Recruitment and induction of new trainers and assessors;

- Validating the competence of trainers and assessors and ensuring suitable arrangement to maintain their currency;

- Providing information to students regarding the partnership arrangement;

- Providing support services to learners;

- Issuing qualifications and statements of attainment;

- Managing complaints and appeals;

- Approving, implementing and monitoring the marketing of services;

- Developing and implementing management systems and quality assurance arrangements;

- Monitoring the effectiveness of the arrangement.

The written agreement shall be in the form of an Auspice Agreement or Memorandum of Understanding.

**Monitoring partnering arrangements**

Once agreements have been established, ICCC will monitor these arrangements to ensure that both parties are meeting their obligations and that the services being provided comply with the Standards for NVR Registered Training Organisations. ICCC may use a combination of activities to monitor arrangements such as:

- Regular management liaison;

- Student feedback;

- Site visits;

- Internal audits;

- Shared assessment moderation; and

- Shared professional development activities.

All monitoring activities are to be recorded in the Partnering Files to provide a quick and easy reference of the status of monitoring activities and the partnering arrangement.

**Continuous improvement strategies for partner organisations**

In partnerships where ICCC is regarded as the lead RTO or is responsible for compliance, any requested changes or continuous improvement strategies implemented by ICCC need to be adhered to by the partner organisation.

Failure to meet ICCC standards and continuous improvement strategies will result in the termination of the arrangement.

**Marketing material**

Marketing material used by our partners must be approved by the ICCC Manager. This includes course brochures, student information that is issued prior to enrolment, advertisements, etc. It is critical that the partnership that exists between ICCC and other training providers is clearly explained to prospective students so they can make an informed choice when enrolling. Marketing material should identify the partnership in an obvious way using easy to understand language. The partnering organisations must incorporate both logos in the marketing material.

**Records management**

The management and retention of records during a partnership is an area of key risk for both parties. ICCC will collect and retain all records of training and assessment delivered on its behalf by partnering organisations. These are to be the original records and are to include completed assessment materials, student administrative records and a copy of the issued certificate. Records are to be forwarded to ICCC by the partnering organisation within 30 days of a student completing their enrolled program. This requirement is to be specifically stated in any partnership agreement.

The retention of these records by ICCC is the same as that outlined in the ICCC policy on records retention provided in this manual. Partnering organisations may retain a copy of student records prior to forwarding them to ICCC.

## Policy 8: ACCURACY AND INTEGRITY OF MARKETING

ICCC aims to market all services in an honest, consistent with the scope of registration, ethical and transparent manner, avoiding ambiguous wording that may be misleading. Our goal in marketing is to ensure that the organisation is represented in a professional manner that provides accurate and current information about services offered by the organisation.

**Policy**

ICCC will ensure that marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration.

Advertising strategies may include:

- Online advertising on the ICCC website or with other sites
- Information flyers posted or emailed to enquiring students
- Brochures and other information packs mailed directly
- Newspapers, Magazine, Banner, Billboard, Radio and TV
- Conferences and other networking events

**Copyright**

Any materials developed by ICCC or its appointed agents must ensure compliance with current Copyright laws in the production of any marketing materials.

**Ethical Advertising**

ICCC will not use any marketing material that is deemed to be unethical in content. Photographs of children must be respectful and portray children as positive and capable.  All photos must be used only after consent has been given by the appropriate persons (i.e. Parent or guardian).

The NRT logo is not to be used on ICCC products such as corporate stationery, business cards, building signage, mouse pads, pens, satchels, and packaging around products nor learning resources supporting training.

## Policy 9: CHILD PROTECTION

International Child Care College acknowledges the responsibility to children who come into contact with our staff, and the families of those children to ensure that children are protected from any type of abuse. ICCC trainers regularly come into contact with children during the delivery of training and assessment services. All ICCC staff, students and other representatives have a legal, moral and ethical responsibility to protect these children and take actions where they believe there is a requirement to do so.

The NSW Child Protection (Prohibited Employment) Act 1998 makes it an offence for a person convicted of a serious sex offence (a Prohibited Person) or a Registrable Person under the Child Protection (Offenders Registration) Act 2000, to apply for, undertake or remain in, child related employment, where at least one of the essential duties of the position, involves direct contact with children where that contact is not directly supervised. This includes employment in preschools, kindergartens, child care centres (including residential child care centres), and in relation to ICCC, persons who visit and enter any Early Childhood Education and Care organisation for the purpose of training.

**Scope and application**

This policy is applicable to all International Child Care College staff, management, students and contractors.

**Policy**

1.  The College reserves the right to refuse enrolment to any person who refuses to submit a Working with Children Volunteer/Student Declaration (or equivalent for state/territory) or persons who are found to be a prohibited person as determined by the NSW Child Protection (Prohibited Employment) Act 1998.

2.  The College reserves the right to refuse employment to any person who refuses to submit a Working with Children Volunteer/Student Declaration (or equivalent for state/territory) or persons who are found to be a prohibited person as determined by the NSW Child Protection (Prohibited Employment) Act 1998.

**Staff recruitment and screening**

ICCC will ensure that all staff members comply with the appropriate screening requirements relevant to the State or Territory in which they work, such as the Working with Children Volunteer/Student Declaration (or equivalent for state/territory). We will also ensure we have effective staff complaint management, investigation, disciplinary and reporting systems in relation to allegations of child abuse.

**Child protection - behavioural guidelines**

International Child Care College staff will:

– Treat every child with dignity and respect regardless of individual differences;

– Conduct themselves in a manner consistent with their position as a representative of ICCC;

– Immediately raise any concerns for the safety or wellbeing of a child in accordance with the ICCC reporting procedures (see next section);

– Listen to children, take their concerns seriously and allow them to have a say in the decisions that affect them; and

– Avoid being alone with children and ensure that other adults are present when working around children.

International Child Care College staff will not:

– Use prejudice, oppressive behaviour or language with children;

– Discriminate on the basis of age, gender, race, culture, vulnerability or sexuality;

– Initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves;

– Develop 'special' relationships with specific children for their own needs;

– Show favouritism through the provision of gifts or inappropriate attention; and

– Have contact with children outside of International Child Care College duties.

## *Policy 10:* STAFF ARRANGEMENTS

This policy provides information and guidelines to all employees that have been implemented in the workplace. In addition to individual employment agreements, all employees are required to comply with the requirements set out in this policy.

**Policy**

ICCC adheres to the *Fair Work Act 2009*.

**Staff Records Management**

ICCC retains required staff records in accordance with the records retention requirements.

The following list defines what documents must be maintained

- A completed staff induction record including emergency contact details and tax file information

- Certified copies of trainer / assessor qualifications and vocational qualifications

- Employee CV (if available)

- The employment contract / service agreement

- A professional development registers

**Employee Misconduct**

All employees are expected to act in a suitable manner at all times. The College endeavours to provide a positive and safe work environment and expects all employees to uphold these standards.

Certain rules of conduct and behaviour apply. These ensure a harmonious work environment for all concerned. Failure to follow these rules may result in disciplinary action.

The College expects all employees to follow the policies and procedures set out in this document. It is our goal to create a fair and efficient environment for all employees. Should any employee act with disregard to any of the relevant policies and procedures, it may become necessary for the College to take disciplinary action.

Where an employee has been found to have engaged in serious misconduct, the employee will be instantly terminated without notice.

Serious misconduct includes:

- Theft of money, products and equipment
- Being intoxicated at work
- Fighting with another staff member or client at work
- Misusing confidential information owned by the employer

In addition to being instantly terminated, an employee who is found to have engaged in serious misconduct may also face legal action form the College to recover some or all of its loss as a result of the misconduct.

By implementing this policy we strive to achieve the following objectives:

- Create a working environment which is free from discrimination and harassment and where all employees, contractors and clients are treated with dignity, courtesy and respect
- Implement training and awareness raising strategies to ensure that all parties know their rights and responsibilities
- Provide an effective procedure for complaints based on the principles of natural justice
- Treat all complaints in a sensitive, fair, timely and confidential manner
- Guarantee protection from any victimisation or reprisals
- Promote a productive and cohesive workplace
- Encourage the reporting of behaviour which breaches this policy;
- Promote appropriate standards of conduct at all times.

Students and staff of the College will be informed of the processes and procedures relating to the handling of complaints of discrimination and discriminatory harassment.

- Complaints of discrimination or discriminatory harassment will be dealt with expeditiously to achieve early resolution.
- The principles of procedural fairness apply at all stages in the handling of complaints including impartiality and good faith.
- Every effort will be made to maintain harmonious working relationships during and after the handling of any complaint of discrimination or discriminatory harassment.

**Confidentiality**

Information that relates to the College and its clients is confidential information, and cannot be used other than in the course of an employee's employment.

Confidential information includes (but is not limited to):

- Computer processes and data

- Computer programs and systems

- Customer lists (including names and contact details)

- Supplier lists (including names and contact details)

- Financial information

- Marketing strategies and data

- Personal information conveyed to an employee by a client, where the information relates to a client. Such information must not be disclosed or discussed with anyone.

- Staff remunerations, including any bonuses

- Notes made by an employee during employment

Confidential information must remain confidential, even if an employee's employment ends for any reason.

If an employee misuses confidential information, or discloses such information to another person other than in the course of employment, whether such misuse or disclosure is during employment or after the employment has ended, the College will take immediate legal action against the relevant employee.

It is important to know that **confidential information is property that belongs to the College – not the employees**. The College has spent significant time and money in establishing itself and developing/ acquiring confidential information. If you misuse confidential information, particularly after employment has ended, *the College will take legal action to recover all and any money it has lost as a result of that misuse of information.*

## Policy 11: TEACHING AND LEADERSHIP

International Child Care College recognises the importance of employing teaching professionals and supporting individuals to remain current in the field. To this end, ICCC ensures that appropriate staff are employed in key roles within the organisation and that all staff have access to professional networks and associations.

**Policy**

ICCC build the capabilities of trainers, assessors and administrators to maintain and improve the standard of training.

**Staff Qualifications**

ICCC ensures all newly employed staff have the appropriate qualifications to complete tasks within the role they have been assigned.

**Trainer and Assessor Qualifications**

All trainers and assessors employed by ICCC are required to meet specific competency requirements to deliver training and assessment services.

**Trainer Competency Requirements**

Trainers must:

- Hold the Certificate IV in Training and Assessment (TAE40116) from the TAE16 Training and Education Training Package; or

- Current equivalent qualification if superseded.

- Be able to demonstrate qualifications, equivalency and currency in the competencies being delivered to students.

**Assessor Competency Requirements**

Assessors must:

- Hold the following three competencies from the Training and Education Training Package (TAE16):

    - TAEASS401A Plan assessment activities and processes

    - TAEASS402A Assess competence

- TAEASS403A Participate in assessment validation; or
- Be able to demonstrate qualifications, equivalency and currency in the competencies being assessed for students.

**Senior Staff Qualifications**

All senior staff employed by ICCC are required to meet specific job role activities. The duty statement for the job role will define qualification requirements

**Senior Staff Requirements**

Senior Staff must:

- Hold appropriate qualifications for the position including any VET qualifications and/ or higher education qualifications
- Be able to demonstrate currency in the VET industry.

**Administration Staff Qualifications**

All administration staff employed by ICCC may or may not be required to have or to undertake training in relevant qualifications to meet specific job role activities. The duty statement for the job role will define qualification requirements.

**Administration Staff Requirements**

Administration Staff must:

- Hold appropriate qualifications for the position including any VET qualifications and/ or higher
- Undertake training as prescribed by senior management in accredited or non-accredited training

## Policy 12: CONTINUING PROFESSIONAL DEVELOPMENT

International Child Care College has a commitment to the continued professional development of all employees within the organisation. This commitment requires all employees to review their knowledge and skills on an ongoing basis as part of their annual performance review.

A professional development approach or plan ensures a clear understanding of what will be achieved and the time frame this is required within. ICCC is committed to reviewing the effectiveness of this professional development approach.

**Policy**

ICCC governs continued professional development of all employees.

**Professional Development**

All employees at ICCC are required to undertake professional development relevant to their role. This includes:

- Trainers and Assessors

- Administration team members

- Management

To this end, ICCC will:

- Implement a procedure for employees to play an active role in their own professional development

- Use professional development to improve and develop the ability of employees to meet the changing requirements of the business or VET industry

- Ensure trainers and assessors maintain their currency of industry skills and vocational skills and knowledge.

- Conduct an annual review of the skills and knowledge required for trainers and assessors with local industry representatives

In order to maintain a high standard of service delivery, it is essential that employees maintain and continue to improve their professional skills and knowledge.

Professional development may include;

- internal or external training,

- attendance or presentations at formal training such as workshops, seminars and conferences,

- participation in formal and informal professional networks,

- back-to-industry placement or engagement and

- participation in vocational and community events.

ICCC will support professional development by adopting the following strategies:

- Schedule team events throughout the year

- Ensure trainers and assessors completes a professional development plan on an annual basis

- Provide appropriate financial support to cover reasonable costs associated with approved professional development

- Support opportunities for meaningful engagement with industry

- Encourage participation in networking and community events

Professional Development activities should fall under three specified components:

- Continued development of their industry currency (i.e. trade / industry skills and knowledge);

- Continued development of their vocational knowledge and skills (if applicable to role); and

- Continued development of their awareness of applicable legislative and enterprise requirements.

To achieve this, ICCC will implement professional development using two strategies:

- Individual professional development, and

- Team professional development.

**Individual professional development**

All employees may participate in professional development activities that are relevant to their job role.

Trainers and assessors are required to develop an individual professional development plan. This plan is reviewed annually with the Training Manager and will consider current knowledge and skills and the tasks and responsibilities undertaken by the employee. Goals be discussed and agreed upon as part of this review. These goals will be monitored by the Training Manager throughout the year to ensure Trainers and Assessors remain current in Industry and Vocational knowledge and skills.

Approval by the Training Manager does not guarantee financial support for the plan but does ensure that it will be considered when allocating expenditure of the professional development funds.

The professional development plan may also be reviewed and revised at any times if an employee's performance is not as expected and/or gaps are identified in their knowledge and skills. This will be decided in a meeting with the employee and their manager. The employee is required to undertake any training identified at this meeting.

**Team professional development**

Team professional development activities will be organised and facilitated by ICCC. These activities maybe linked to the goals of the organisations, quality improvements or legislative requirements.

 These may include but are not limited to:

- In house training, discussions and workshops;

- Attendance at webinars, events and seminars;

- Industry engagement

**Minimum PD requirements for Trainers and Assessors**

Trainers and Assessors are required to provide evidence of the professional development outlined in the table below to ensure compliance with RTO Standards 2015 Clause 1.13 and 1.16. This evidence needs to be forwarded to the Compliance Officer.

- *Primary Evidence (PE) –* can be directly attributed to the industry sector, and the employee
- *Secondary Evidence (SE) –* can be directly attributed to the industry sector however infers participation by the employee

| Minimum PD per annum | Primary Evidence *(PE)* | Secondary Evidence *(SE)* |
|---|---|---|
| 1 x Industry *(PE)*<br><br>1 x Industry Engagement/Employment (PE)<br><br>1 x Industry *(SE)*<br><br>1 x Vocational *(PE or SE)* | • Accredited Training<br>• Certificate of Attendance/ Completion<br>• Industry Engagement or Employment | • PD Log<br>• Industry Associations<br>• Letter from Industry<br>• Readings<br>• Projects and Collaboration<br>• Networks/ Meetings<br>• Industry Events<br>• Informal Industry Discussions |

Trainers and assessors are encouraged to undertake regularly participate in professional development activities on a monthly basis, focusing on the aspects of the training package that they assess to ensure the maintenance of professional knowledge and skills. This evidence needs to be forwarded to the Compliance Officer.

**Minimum PD Requirements for Admin and Managers**

Administrative team members and Managers are required to provide evidence of the professional development outlined in the table below. This evidence needs to be forwarded to the Compliance Officer.

- *Primary Evidence (PE) –* can be directly attributed to the industry sector and the employee
- *Secondary Evidence (SE) –* can be directly attributed to the industry sector however infers participation by the employee

| Expected PD per annum | Primary Evidence *(PE)* | Secondary Evidence *(SE)* |
|---|---|---|
| 1 x Vocational *(PE or SE)* | • Accredited Training<br>• Certificate of Attendance/ Completion | • Industry Associations<br>• Readings<br>• Networks/ Meetings<br>• Industry Events<br>• Informal Industry Discussions |

**Recording Professional Development**

To ensure an accurate record of professional development activities, all employees are required to provide evidence of the activities undertaken e.g. certificates, confirmations, handouts.

**Complying with the Continuing Professional Development Policy**

Non-compliance in relation to professional development and the guidelines provided in this policy may result in suspension from work duties without pay and subsequent termination of employment.

## Policy 13: PRIVACY & CONFIDENTIALITY

International Child Care College takes the privacy of participants very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and National Privacy Principles (2008).

**Overview**

All information collected about students enrolled at the College is collected for lawful purposes directly related to the operation of the College as a Registered Training Provider. All information, including personal details, assessment records and reports are secure and accessible only to authorised staff.

Information is only shared with external agencies such as the National VET Regulator to meet our compliance requirements as an RTO. All information shared is kept in the strictest confidence by both parties and is available on request.

In some cases we are required by law or required by the Standards for NVR Registered Training Organisations to make student information available to others such as the National Centre for Vocational Education and Research. In all other cases, we will seek the written permission of the student for such disclosure.

**Policy**

Any information of a personal nature including training and assessment information is confidential.

**Overview**

Where a parent/guardian of student requests information about their child's progress at College this will only be made to the parent if the student is less than 18 years of age and is still living at home and the parent is paying the student's fees. In any other circumstance the student would be required to give the College permission to provide information.

Where a parent/guardian requests a meeting with the College to discuss their child's progress such a meeting will only occur if the student can also be present (except in situations where the student is sick, injured or suffering from mental illness). All such meetings will be fully documented and a copy made available to the student.

**Photography privacy**

ICCC recognises that there are sensitivities relating to the taking of photographs. This is particularly relevant to capturing images of children. We may, from time to time, wish to take photos of training activities we are conducting. When these instances arise in an environment external to our own training facilities, we will first obtain permission from the premises owner or manager.

**Privacy of Children**

ICCC recognises the rights and privacy of all children and families. Where students are required to observe children for educational purposes, permission must be sort from the parents or guardians of the child.

Where the training requires photographs of children, students and staff must be sensitive to the nature of such photography and not include any photos which may cause harm to the child. All photographs of children must have been authorised prior by both the workplace supervisor and the parent or guardian.

### Policy 14: PLAGIARISM, COPYRIGHT, & INTELLECTUAL PROPERTY

ICCC staff must accurately and honestly declare origins of works used by the College. Any staff member found deliberately misleading others to the origins of materials will be subject to disciplinary proceedings.

**Policy**

All staff must comply with current requirements as set out in the Commonwealth of Australia Copyright Regulations 1996. Materials reproduced for the purposes of education and training must be recorded in accordance with the Commonwealth Copyright Regulations as required.

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**Section 2 - Quality Training and Assessment**

The NVR Registered Training Organisation must explicitly demonstrate how it ensures the quality of all training and assessment activities.

The Policies and Procedures documented in this section of the ICCC VET Quality Manual reflect the approaches used to ensure the training and assessment carried out by the College meet the criteria determined by the training package and subsequent units of competence, is systematically reviewed and improved and is within the guidelines of the VQF.

**This section includes:**

Policy 15 – Validation

Policy 16 – Training and Assessment Strategies (TAS)

Policy 17 – Industry Engagement

Policy 18 – Assessment

Policy 19 – Recognition of Prior Learning

Policy 20 - Credit Transfer

### *Policy 15:* VALIDATION

ICCC implements quality process on all aspects of the RTO. As part of the quality review process, ICCC systematically validates assessment systems to ensure that assessment:

- Complies with the assessment requirements of the relevant training package
- Is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

**Policy**

Training Products, as defined by the current scope of registration, delivered by ICCC are systematically validated under the conditions set out by the ASQA Standards for Registered Training Organisations 2015.

**Overview**

Validation is a quality review process that confirms the current assessment system, including mode of delivery, assessment activities and types of assessment, can consistently produce valid assessment judgements.

A valid assessment judgement is one that confirms a learner holds all of the knowledge and skills described in a training product.

Validation activities are generally conducted after assessment is complete—so ICCC trainers can consider the validity of both **assessment practices and judgements**.

Validation involves checking that assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows ICCC to make reasonable judgements about whether competency has been achieved.

**Conducting Validation**

Validation may be undertaken with an individual trainer or as part of a team of people. The process must be completed by a person or persons who currently hold;

- Vocational competencies and current industry skills relevant to the assessment being validated
- Current knowledge and skills in vocational teaching and learning
- TAE40116 Certificate IV in Training and Assessment

For the purpose of validation, Trainers and Assessors who deliver/ assess the training product being validated

- Cannot conduct the validation
- Cannot determine the validation outcome
- Cannot be the lead validator

**Scheduling Validation**

A validation schedule is devised for each training product on the ICCC scope of registration over a 5-year period.

- Each training product must be reviewed at least once in that 5-year period.
- At least 50% of the training products must be validated in the first 3 years of the schedule.
- A minimum of 2 units must be validated within each training product to define the training product as being validated

The Validation Schedule identifies all units of competency within a training product and allows for an estimate of the risk level for each of these units. Risk is rated on factors such as:

- the likelihood of injury
- the Volume of Learning prescribed
- links to legislation
- training package changes/ updates
- complaints

The purpose of the risk indicators is to:

- consider the impacts on the quality and effectiveness of the assessment process
- identify those units within a product that will be chosen more often for validation

**Statistically Valid Sampling**

ICCC uses a statistically valid sample of student records to ensure the validation process returns comprehensive information for continuous improvement.

A **statistically valid sample** is one that is:

- large enough that the validation outcomes of the sample can be applied to the entire set of judgements, and

- taken randomly from the set of assessment judgements being considered.

Sample sizes will be determined by using the ASQA sample size calculator or an equally robust equation to produce appropriate sample sizes.

**Sample Selection**

The sample must include randomly selected individuals to ensure a broad range of assessment outcomes and a balance to ensure non-bias.

**Effective Validation**

Validation must consider only the assessment evidence retained within the sample. Validators must look at the evidence in the sample to determine if it is valid, reliable, sufficient, current and authentic.

In reviewing assessment practice, validators should consider whether the assessment tools:

- comply with the assessment requirements of the relevant training product

- ensure the principles of fairness, flexibility, validity and reliability are adhered to

- have been designed to produce valid, sufficient, authentic and current evidence

- are appropriate to the contexts and conditions of assessment (this may include considering whether the assessment reflects real work-based contexts and meets industry requirements)

- are appropriate in terms of the level of difficulty of the tasks to be performed in relation to the skills and knowledge requirements of the unit

- provide sufficient instruction to clearly explain the tasks to be administered to the learner (if the assessment samples demonstrate the evidence provided by each learner is markedly different, this may indicate that instructions are not clear)

- give sufficient guidance as to the evidence to be gathered from the learner

- provide sufficient instructions for the assessor on collecting evidence, making a judgement, and recording the outcomes of the assessment (assessment samples should validate recording and reporting processes)

- are supported with evidence criteria to judge the quality of performance (if the assessment samples demonstrate the judgements made about each learner are markedly different, this may indicate that decision-making rules do not ensure consistency of judgement), and

- adhere to the requirements of ICCC's assessment system.

In reviewing the assessment judgements, validators should consider whether the learners' assessment evidence:

- complies with the assessment requirements of the relevant training product

- demonstrates that the assessment was conducted with fairness, flexibility, validity and reliability, and

- is valid, sufficient, authentic and current.

**Validation Outcomes**

The details of the validation session must be recorded in the Validation Records document. This document will record:

- the person/people leading and participating in the validation activities (including their qualifications, skills and knowledge)

- the sample size

- application of the principles of assessment and rules of evidence

- all assessment samples considered, and

- the validation outcomes.

**Continuous Improvement**

ICCC assessment validation systems, like all other aspects of the Colleges operations, incorporates ongoing monitoring and improvement processes.

Validation activities:

- Ensure that assessment strategies meet the needs of clients

- Facilitate the professional development of the assessors

- Enable other stakeholders to contribute to assessment processes

- Provide a means of gathering feedback and identifying ways of improving assessment processes

ICCC Assessment Validation Improvement Process:
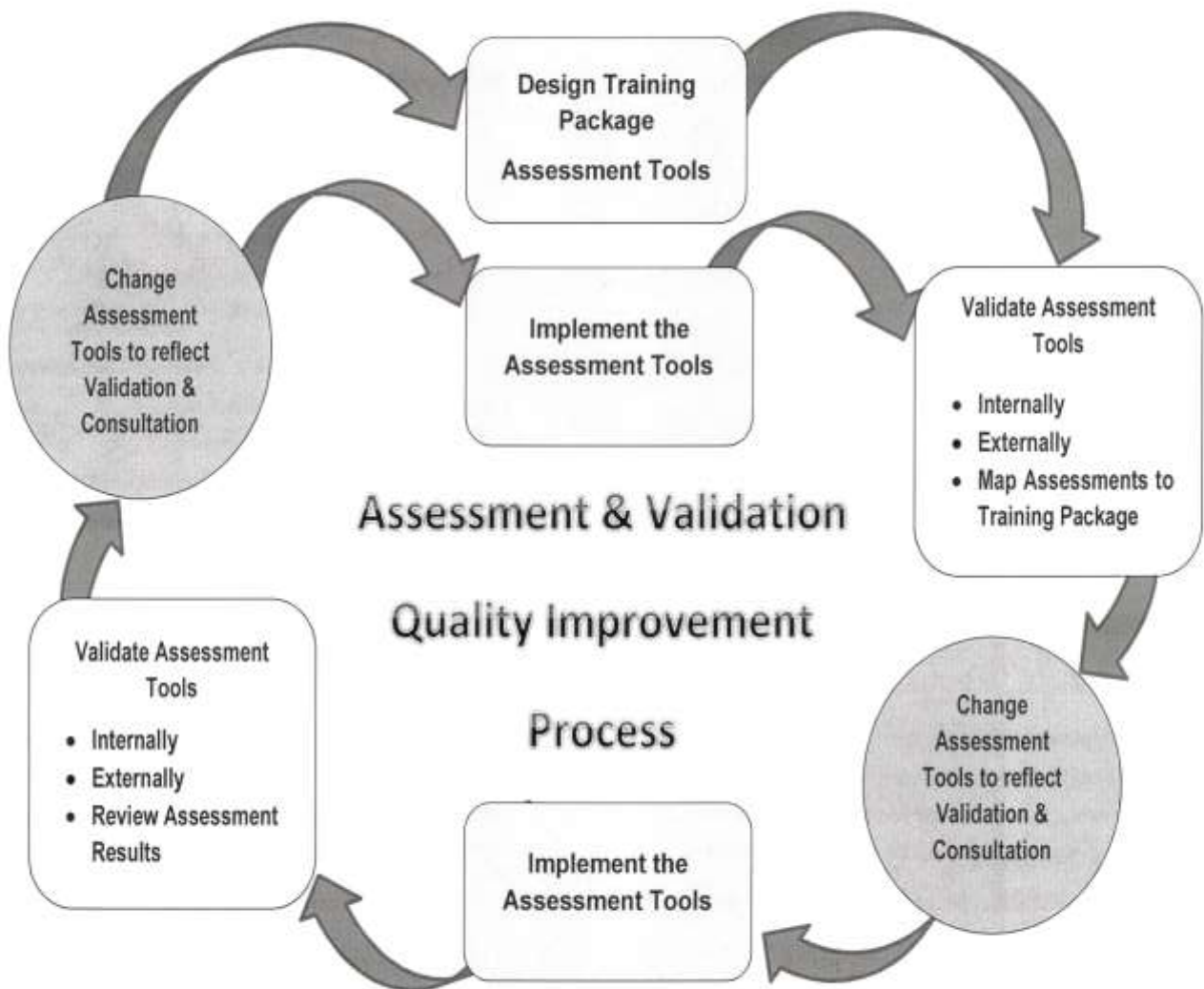
**The Monitor and Review Report**

The Monitoring and Review Report is used to provide information to relevant stakeholders regarding certain aspects of the Colleges operation. This includes providing collated information related to learning and assessment activities.

For the purpose of supporting the validation process, the Monitoring and Review Report allows for reflection on the validation sessions and opportunities for Continuous Improvement. Information is collated from several sources including Validation, Industry Feedback, Errors and Rectifications and any other appropriate source related to required/ suggested changes to assessment activities.

**How Validation supports the assessment system in meeting the Principles of Assessment**

| | |
|---|---|
| **Fairness** | Assessment tools and methods meet the needs of the candidate |
| | Assessment processes are free of bias |
| | Assessment tools are adaptable to meet the special needs of clients |
| **Flexibility** | Methods and tool for assessment allow for flexibility in the assessment to meet the needs of the candidate and workplaces |
| | The boundaries and limitations of the assessment tool/s are in accordance with the purpose and context for assessment |
| **Validity** | Assessment covers the broad range of skills and knowledge essential for competent performance |
| | Assessment is applied in a systematic manner including instructions on where, when and how assessment will occur |
| | Judgements aligned to UoC competency |
| **Reliability** | Assessors make the same assessment decisions |
| | Methods and tools achieve consistent results in different situations and with different candidates |
| | Instructions, guides, etc show consistent application by assessors |

**How Validation supports the assessment system to meet the Rules of Evidence**

| | |
|---|---|
| **Validity** | Ensuring all the components of the competency are covered |
| | Ensuring assessment and evidence relate to real workplace tasks and activities |
| | Relative to task, task management, contingency, role environment skills |
| | Assessment Tasks relate to workplace application of knowledge and skill |
| **Sufficiency** | Enough evidence to ensure all components of competency are covered |
| | Consistency in practice is achieved |
| | Evidence of repeatability |
| **Authenticity** | Assurance that what is submitted is the candidates work |
| | Qualifications, references, licences are authentic documents |
| | Original documents have been sighted and verified as original |
| **Currency** | Evidence identifies with practices in today's workplace |
| | Current workplace practices are incorporated in evidence to determine competency |
| | Candidates can still perform under current workplace, regulation, legislation etc |

## Policy 16: TRAINING & ASSESSMENT STRATEGIES (TAS)

All Training and Assessment is delivered by the College as prescribed in the Training and Assessment Strategy (TAS). The TAS is written to reflect current Training Packages requirements and is continuously improved to meet the changing demands of industry and regulatory requirements.

**Policy**

Training Products, as defined by the current scope of registration must include a comprehensive TAS outlining the plan by which our training and assessment is delivered.

**Overview**

Once developed, the Training and Assessment Strategy is continuously improved as training and assessment services are also continuously improved. It is a 'live' document and must accurately reflect the current way in which training and assessment is being delivered.

Other important documents that support the implementation of a TAS include learning resources, assessment materials, industry resources and training management resources.

**Development of TAS**

Each TAS provides the following information:

- **Title and Context:** Identifies the training program title, industry Training Package and RTO name.

- **Units of Competence:** Clearly identifies the units of competence which comprise the training program, also showing which units are core and which units are elective.

- **Learner demographics:** A description of the typical target learner

- **Duration:** The expected duration of the training program.

- **Delivery methods:** The delivery methods selected for use during training clearly identified.

- **Sequencing:** The order of UoC's where required

- **Resources:** Training and assessment materials as well as the facilities and equipment that will need to be available or accessed

- **Learner Support and Reasonable Adjustment:** Providing information on a range of support activities and guidelines around reasonable adjustment

- **Assessment Strategies:** Define how students will be assessed, how evidence is gathered and how assessment meets the principles of assessment and is conducted in accordance with the rules of evidence.

  Assessment Strategies may include

  - involving a number of related assessment tasks rather than assessment only on one occasion.
  - volume and frequency requirements as noted in the relevant training package.
  - holistic performance of tasks not an isolated performance which does not realistically reflect the way tasks are performed in the workplace.
  - candidate's own performance in a real or a simulated workplace.

- **Evaluation:** How the effectiveness of the TAS is evaluated

  Evaluation strategies may include:

- Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements;

- Surveying students and employers about their satisfaction with training and relevance of training in meeting industry needs;

- Moderation between trainers to seek out and agree on strategies to improve the services to students;

- External validation to provide impartial advice about training strategies.

**Role of Learners in the Assessment Process**

- Must provide evidence of specific theoretical knowledge and the application of this knowledge to workplace practice.

- Must also demonstrate evidence of factual, procedural and technical knowledge as it relates to the workplace.

- Must demonstrate the ability work with a degree of autonomy is a structured environment.

- Will be assessed by gathering evidence of skills and knowledge throughout the duration of the training period.

- Will be provided with written feedback to support skills and knowledge development.

## Policy 17:  INDUSTRY ENGAGEMENT

ICCC regularly engage with industry to gather feedback on course content and delivery, trainer support and interactions, training and assessment strategies and industry information.

**Policy**

ICCC actively seek feedback and information sharing with members of both the Early Childhood Education and Care industry and the VET industry.

**Overview**

ICCC recognises that engagement with industry representatives is critically important to developing training and assessment strategies and resources that accurately reflect the needs of industry and meet the expectation of employers. ICCC apply a number of ways to seek industry feedback on the appropriateness of training and assessment strategies and resources.

These include:

— Industry engagement workshop and formal events

— Employer feedback through surveys and other information gathering mechanisms.

— Direct industry engagement through trainer contact and networking events

**Industry Consultation**

ICCC is committed to delivering training programs that build industry capacity. Training and assessment strategies applied by the College are developed in consultation with employers and the wider industry.

**Contributing to Assessment Evidence**

ICCC place a high value on supplementary competency evidence that is gathered by supervisors or employers in the workplace. This evidence is current and valid and contributes to the assessment decisions made by a qualified assessor. ICCC does not advocate the use of industry evidence as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is used to complement and support the evidence being gathered by an assessor.

In addition to this, during the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties.

**Communicating Outcomes**

As a result of feedback on any of ICCC activities and industry involvement, communications based on the outcomes of the feedback are delivered back to all employers, students and other affected parties. This may be provided in written form as in a group email, individual email, letter or announcement, or through verbal communication via phone or directly in person.

*Policy 18:* **ASSESSMENT**

Quality assessment ensures that the skills and knowledge of candidates are assessed using the four principal determinants;

- Assessment decisions are based on the evaluation of learner skills and knowledge compared with units of competence requirements drawn from industry Training Packages.

- Early Childhood Education and Care industry requirements are contextualised and integrated within the assessment.

- Evidence is gathered that meets the rules of evidence.

- Assessment is conducted in accordance with the principles of assessment.

**Policy**

ICCC delivers quality assessment that meet the requirements of the relevant training package.

**Overview**

Assessment tools are developed by ICCC using a methodology of:

- unpacking a unit of competence in order to assess the full scope of the unit including elements of competence and performance criteria,

- incorporating range statement information and the specific requirements of the evidence guide.

- incorporating the requirements of the companion guides

This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package.

ICCC facilitate regular assessment validation opportunities to maintain quality assessment and to continuously improve assessment strategies.

**Engagement with industry**

Consultation with industry provides information about effective assessment delivery relevant to workplaces.

**Principles of assessment**

In the delivery of assessment services, ICCC applies the principles of assessment. Assessment tasks are designed to ensure:

– **Validity.** Assessment is valid by incorporating the range of skills and knowledge identified within each unit of competence.

– **Reliability.** Assessment activities provide reliable competency determination information and consistent outcomes for learners and assessors. Reliability is also supported by expected task responses and moderation of assessment judgements.

– **Flexibility.** Assessment activities allow for learners to undertake tasks at appropriate time, in appropriate settings and provide for recognition of a candidate's current competence.

– **Fairness.** Assessment activities allow each individual learner the opportunity to successfully achieve competency through clear communication with a candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

**Collecting evidence (The rules of evidence)**

In collecting evidence, ICCC applies the rules of evidence.

Evidence collection strategies have been designed to ensure:

– **Sufficiency.** Appropriate volumes of assessment evidence are retained that reflects all requirements of the unit of competency

– **Validity.** Assessment evidence reflects the requirements of the relevant unit of competency and training package have been satisfied and that knowledge and skills can be demonstrated repeatedly.

– **Authenticity.** Assessment evidence can be attributed as the candidate's own work.

– **Currency.** Assessment evidence satisfies that the candidate currently holds the skills and knowledge relating to unit of competence requirements.

**Assessment context**

International Child Care College recognises the importance of establishing the right context for candidates during their assessment. It is our responsibility to ensure that candidates are provided with the right pre and post information to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the candidate's workplace into the assessment activity.

- Integration of relevant industry codes of practice and other industry information into the assessment activity.

- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.

- Incorporation of regulatory information relating to licensing which applies to some qualifications.

**Competence of assessors**

In accordance with the Standards for NVR Registered Training Organisations, assessors are required to hold the minimum competencies for assessment and the vocational competencies at least to the level being assessed.

**Assessment validation**

ICCC facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies.

ICCC trainers and assessors must be satisfied that tools developed for assessment fit with the requirements of the learning requirements.

**Assessment information**

Assessment information is the information provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a candidate.

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how.

- The expected outcomes refer to the 'what' and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the candidate's preparation during learning or through other competency development pathways.

- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes.

- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every candidate, they are provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

**Re-assessment**

It is inevitable that some students will not meet the requirements of the assessment evidence and will be judged as not-yet-satisfactory (NYS). ICCC's approach to these situations is to work with the student in order to address identified gaps and to build their skills and knowledge in preparation for reattempted or alternative assessment.

In some rare circumstances, students may find it difficult to develop the necessary skills and knowledge. When this occurs, arrangements may be agreed to that allows the student to undertake re-assessment at a more suitable time. As a general guide, assessors are to make alternative arrangements to provide opportunities for assessment within the constraints of available time and resources. In all circumstances, the assessment is to be a planned activity that is conducted in accordance with the assessment procedures.

In some cases, after alternative arrangements have been exhausted, it will be suitable to find a student as not-yet-competent (NYC) and record this result with their statement of attainment.

**Successful Completion of Tasks/ Course**

In order to successfully complete the course, students must complete and submit all assessment tasks related to the training.

- All tasks submitted by the student for assessment must be accompanied by a declaration that the work is that of the student and not the work of another person.

- Students submit all assessment tasks including assigned workplace tasks by the due date as stated in the 'Assessment Due Dates' advice.

- Assessment tasks will be graded as 'Satisfactory' or 'Not Yet Satisfactory'

- All students receive written feedback on tasks.

- For work deemed to be 'Not Yet Satisfactory' the student will be given the opportunity to resubmit.

- Students will have the opportunity to resubmit assessment tasks twice.

- If deemed to be Not Yet Satisfactory on the third attempt the student will be deemed as Not Yet Competent for that unit of competency or cluster of competencies. Should this be the case the student will be required to re-enrol to complete the unsuccessful unit of competency

- Students may appeal a "NYS" assessment outcome.

- All assessment attempts and outcomes are recorded

- Assessment procedures are continually under review and adjustments and improvements are part of an ongoing process.

**Recognition of prior learning**

ICCC provide all students the opportunity to seek recognition of their prior learning/ current competence. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy.

## Policy 19: RECOGNITION OF PRIOR LEARNING

ICCC recognises and facilitates the recognition of the skills and experience achieved outside the formal education and training system.

**Policy**

ICCC provides opportunities for students to apply to have their prior learning and experiences recognised toward a qualification or units of competence for which they are enrolled.

**Overview**

Recognition is the process by which a person's existing skills and knowledge, regardless of how they have been acquired, are assessed and credited towards the achievement of units of competency from national training package qualifications or accredited courses. Recognition is sometimes known as Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Documentation only Pathway.
(*Credit transfer is also a form of recognition*)

The foundation of Early Childhood Education is a sound underpinning knowledge of child development theory, including learning theory and the role of play as the key learning tool for young children.

While experience working with children is recognised as an important skill, experience alone is not sufficient when seeking RPL for competencies with a strong foundation of underpinning knowledge.

ICCC offers RPL\ RCC where the candidate is able to provide sufficient evidence of skills and knowledge developed from work experience and/or knowledge and skills developed as a result of life experience against the requirements of each unit of competence

**Recognition guidelines**

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their

skills and knowledge through on-the-job learning. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is another form of assessment and requires the same application of the Principles of Assessment and the Rules of Evidence.

The following guidelines are to be followed when determining learner recognition:

– Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.

– Students may not apply for recognition for units of competence or qualification which are not included in International Child Care College's scope of registration.

– Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.

– Students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.

– RPL may only be awarded for whole units of competence.

**Assessment Principles**

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor. It also includes evidence to confirm a candidate's ability to adapt prior learning or skill competence to the context of the current workplace or industry.

Forms of evidence toward recognition may include:

– Work records;

– Records of workplace training;

– Industry assessments of current skills;

– Industry assessments of current knowledge;

– Third party reports from current and previous supervisors or managers;

– Examples of work products;

– Observation by an assessor in the workplace;

- Performance appraisal; or

- Duty statements.

- Evidence of relevant unpaid or volunteer experience;

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the candidate will start to provide a strong case for competence. International Child Care College reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence.

**Fees**

ICCC will determine a fee on a basis for recognition which will be included in the Course Fees Schedule.

**Appealing recognition outcomes**

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome.

**Steps in the RPL Process**

RPL may be sought prior to enrolment or after enrolment. Often students become more aware of their own skills, knowledge and prior learning once they embark on their studies. Offering RPL as an ongoing option allows students to utilise the RPL process at any time.

**Step 1**: ICCC provides information on recognition to all students through the student handbook

**Step 2:** Student discusses recognition with a trainer and submits a completed application and supporting documentation which may include:

- certified copies of academic transcripts detailing results obtained and period of previous study

- certified copy of curriculum detailing subject/module content and hours of study for each subject/module

- letters certifying employment experience, if applicable, detailing duties, tasks, responsibilities and work hours

- letters of support from employers or others who can verify the specific competencies related to RPL application

- supporting evidence related to competencies gained through family/community experience

- work samples - written work, audio or video tapes, photographs

- Any other relevant information.

- Evidence related to the requirements stipulated on the RPL/ RCC kit for that unit

**Step 3**: All evidence is assessed against the essential skills and knowledge as documented in the Training Package. The trainer may seek clarification/and/or additional information at this time.

**Step 4**: An assessment decision is made and the student notified in writing of the recognition outcome. The student may challenge the assessment outcome and/or provide additional information. This process allows the student a greater level of input into the final decision. If necessary an adjustment is made to the final decision.

**Step 5**: The trainer identifies gap training and negotiates with the students to undertake this training.

Assessment of the evidence must be timely, thorough and objective. If an applicant does not provide sufficient evidence they may be asked to submit additional information, undertake an interview or complete a written assignment/questionnaire that will allow demonstration of particular competencies.

**Notification**

The applicant is notified in writing of the outcome of the application.

If an application is deemed to not meet the requirement of currency, validity and sufficiency the applicant may supply additional information to further support their application. The application is then reassessed and the applicant is notified in writing. The decision of the assessor is then final.

International Child Care College recognises outcomes achieved in training through alternate Registered Training Providers and allocates credit transfer appropriately if the relevant units of competency align with current units of competency and are within ICCC's scope of registration.

**Policy**

ICCC recognises accredited training outcomes within a relevant training package undertaken through other Registered Training Organisations.

**Overview**

International Child Care College acknowledges the requirement as a Registered Training Organisation to recognise the awards issued by other RTOs. This is limited to outcomes that are drawn from the national skills framework being units of competence awarded and accurately identified in statements of attainment and qualifications.

If credit transfer is being sought for a unit of competence which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought. The Training Manager will obtain this information and validate claims of equivalence.

**Evidence requirements**

An applicant will be required to present his or her statement of attainment or qualification for examination. These documents will provide the detail of what units of competence the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework, First Edition, 2011. The applicant is required to submitted copies only which are certified as a true copies of the original by a Justice of the Peace (or equivalent).

**Credit transfer guidelines**

The following guidelines are to be followed when an application for credit transfer is received:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.

- Students may not apply for credit transfer for units of competence or qualification which are not included in our scope of registration.

- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.

- The student does not incur any fees for credit transfer.

- Credit transfer may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition.

- Credit transfer will only be issued when the student's enrolment includes at least one other unit of competence for which the student is participating in training or is seeking recognition. Student may not enrol only for credit transfer.

**Section 3 – Student Information**

The NVR Registered Training Organisation must explicitly demonstrate how it ensures students are clearly informed about the training program and their rights and obligations related to a training agreement.

The Policies and Procedures documented in this section of the VET Quality Manual reflect the approaches used to ensure fairness and equal opportunities for students, the guidelines and expectations of students enrolled in a training program, and the mechanisms for complaints and appeals within the guidelines of the VQF.

**This section includes:**

Policy 21 – Consumer Protection

Policy 22 – Student Enrolment

Policy 23 – Literacy, Language and Numeracy

Policy 24 – Student Progress and Monitoring

Policy 25 – Certification

Policy 26 – Records Retention and Reporting

Policy 27 – Privacy Policy and Personal Information Procedures

Policy 28 – Access and Equity

Policy 29 – Attendance and Participation

Policy 30 – Technology and the Use of Social Media

Policy 31 – Fees and Refunds

Policy 32 – Grievances, Complaints and Appeals

## Policy 21: CONSUMER PROTECTION

ICCC ensure that consumers are well informed of their rights and obligations, as well as the obligations of ICCC to provide training consistent with the Standards for Registered Training Organisations and are given clear guidelines for complaints and appeals.

**Policy**

ICCC is committed to maintaining a supportive and fair training and assessment environment.

**Overview**

All consumers (such as students, employers and workplace supervisors) have the right to be treated respectfully, and receive fair, ethical and timely responses to feedback, appeals and complaints submitted to the College

**Related Policy**

This Policy should be read in conjunction with the following documents

- Fees and Refunds Policy
- Complaints and Appeals Policy
- Student Handbook

**Consumer Rights and Obligations**

A consumer has the right to:

- Expect that the training they receive will be of a quality consistent with the Standards for Registered Training Organisations
- Be informed about personal information that is collected about them and the right to review and correct that information
- Expect a fair and reasonable refund process where students withdraw from training
- Have access to complaints and appeals systems

A consumer has obligations that include but are not limited to:

- Provide accurate information to the training provide
- Behave in a responsible and ethical manner

**ICCC Obligations**

ICCC, as the training provider, has obligations that include but are not limited to:

- Provide the training and support necessary to allow a consumer to receive a quality outcome
- Provide a quality training and assessment experience
- Ensure that staff meet public expectations of ethical behaviour at all times
- Conduct fair and accurate marketing without any inducement or incentives for enrolment
- Ensure prospective consumers are properly informed about fees and their responsibilities and obligations
- Provide clear and accessible feedback and complaint systems
- Maintain procedures for protecting consumer personal information

ICCC aims to:

- Provide clear and accessible information about the course requirements
- Provide clear and accurate information about services and fees
- Maintain and protect consumers personal information

**Process for handling consumer concerns**

ICCC have a dedicated Consumer Protection Officer to manage and resolved any concerns raised by a consumer. It is expected that most issues can be resolved quickly within 7 days however where concerns are not easily addresses a period of 30 days is required.

**Dedicated Consumer Protection Officer**

Julie Pickering

Ph: 02 4956 4333

Email: julie@childcarecollege.co.au

This policy is in place to ensure that all employees, partners and/or subcontractors of ICCC follow all policies and procedures, particularly those that relate to the welfare of ICCC's learners and provides a mechanism for students to make informed decisions about their training and assessment and enter a training pathway that is the right fit and free from discriminatory barriers.

## Policy 22: STUDENT ENROLMENT

Clear, accurate and timely pre-enrolment and induction communication helps to ensure consumers can make informed choices about the College and appropriate training pathways.

**Policy**

ICCC accurately and ethically enrol students into appropriate training programs.

**Overview**

ICCC endeavours to divulge all key information prior to or at the time of enrolment.

To achieve this, ICCC will,

– Provide accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about selected training programs

– Ensure there are no barriers for people with a disability, identifying learner needs that may impact on training outcomes

– Conduct a one-on-one enrolment interview to individually assess the student's needs and circumstances and provide them information about their rights and obligations

– Inform prospective students about alternate pathways to training such as gaining credit for current competence or recognition of prior learning pathways.

– Assess a student's language, literacy and numeracy skill levels to ensure they have adequate skills and abilities to meet the requirements of their desired training program;

– Individually assess the student's needs and circumstances and provide them information about their rights and obligations;

– Inform prospective students about prerequisite requirements for their desired training program and pathways to obtain these before enrolment;

– Determine if the student has any need for reasonable adjustment at the point of enrolment to allow training programs to be suitably adjusted, this may also be revised throughout the training period to allow more or less recognition based on the evidence supplied

- Provide contact to any relevant sub-contract training provider, who supply students with additional information prior to or at the time of enrolment

- Provide comprehensive administrative support that allows the student to complete enrolment efficiently and commence training at an agreed time and place;

The following guidelines are applied when engaging with an enquiring consumer:

- Establish which training program would be most appropriate. If the person needs a training program that is not on ICCC scope of registration, advise the person that we are not able to provide the training and tell them how they can find a course that better suits their needs. One way of doing this is to conduct a course search on training.gov.au or to speak with an Australian Apprenticeship Centre.

- If the person can be aligned with one of our training programs, inform the person of the ICCC training model and the choices they have in adjusting the training model to suite their particular circumstances.

- If the person is seeking to enrol into a funded training program, explain the:

  - Employer incentive arrangements;

  - Funding eligibility requirements;

  - The process for accessing funding; and

  - The responsibilities of the employer to support the training plan.

- Provide the person with course information outlining the training program content, delivery style and fees.

- If the person requests to proceed with enrolment, provide appropriate forms and information to support enrolment

## Policy 23:  LITERACY, LANGUAGE AND NUMERACY

Students must show literacy, language and numeracy skills and knowledge matched to the appropriate level of study, to be eligible to successfully complete a course.

**Policy**

All students are assessed against current criteria for literacy, language and numeracy matched to the training outcome prior to or at the time of enrolment.

**Overview**

The College has an obligation to ensure students enrolled into an ICCC training program have the opportunity to achieve a quality outcome, including the ability to read with understanding and adequately respond to knowledge and skill based assessment.

The College will:

- Assess a student's language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;

- Support students during their study with training and assessment materials;

- Provide clear information to students about the language, literacy and numeracy assistance available;

- Refer students to external language, literacy and numeracy support services that are beyond the support available within International Child Care College and where this level of support is assessed as necessary;

- Negotiate an extension of time to complete training programs if necessary; and/ or

- Terminate or un-enrol students

**The Language, literacy and numeracy assessment**

To assess a student's language, literacy and numeracy skills the College will:

- Self-assessment. Ask prospective students as part of the enrolment form *"Do you consider that you have adequate language, literacy and numeracy skills to undertake the course?"*

- LLN Assessment. All students are required to undertake a formal LLN assessment. The assessment is not intended to cause anxiety but to determine where the student has specific language, literacy and numeracy deficits and to determine what support is required to undertake the training.

- Discussion/ Interview. Where, through self-assessment or through formal assessment, a deficiency in LLN is identified, ICCC will conduct a discussion/ interview with the student. The purpose is to establish the background, motivation and general abilities of the student to determine what support ICCC may provide and where external support services may be used.

**Supporting students with language, literacy and numeracy deficits**

Where it is determined that a student does have deficiencies with language, literacy or numeracy skills, ICCC will adopt strategies which enable the student to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Negotiate a training program with the student that recognises that additional time will be required to appropriately support the student to complete the training.

- Obtain a strong commitment from the student that they will provide personal effort that is in addition to that normally required to undertake the training program.

- If agreed to by the student, engage with the student's employer to negotiate the additional time and effort required to appropriately support the student during the training program.

- Make arrangement to regularly meet with the student to monitor their progress and adjust the support strategies.

**Referring the student for language, literacy and numeracy assistance**

Where it is determined that a student has language, literacy or numeracy skills which are beyond the support available within ICCC the student should be referred for dedicated language, literacy and numeracy training. These targeted courses have been designed to provide students with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to gain entry

into a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

**Deciding to refer the student**

The decision to refer a student to another training provider for language, literacy and numeracy training will be based on the level of assessed language, literacy or numeracy deficit and the student's motivation to improve their abilities.

As a general guide:

- If the student does not possess the language, literacy and numeracy skills to effectively comprehend knowledge components or perform the skills outlined in any or all identified unit/s of competence, the student should be referred to external support services for assistance prior to or at the time of enrolment.

- If the student's language, literacy and numeracy skills are adequate for the workplace but will hinder their participation in training, ICCC will implement suitable support services to enable their training and assessment.

- If the student's language, literacy and numeracy skills are inadequate for the proposed or enrolled training program, the student enrolment process should be cancelled or deferred until such time as adequate skills are gained to complete the training.

## Policy 24: STUDENT PARTICIPATION & PERFORMANCE MONITORING

ICCC monitor and report on student participation and progress throughout the contracted training period.

**Policy**

Student participation is regularly monitored to support positive and timely outcomes.

**Overview**

Supporting students to effectively participate in training is a key element in the quality education process provided by the College.

ICCC monitor and assess the progress of each student in the course in which the student is currently enrolled.

To effectively monitor participation, students are:

- Provided with a contracted training period including start and end dates in which students can participate in training
- Due dates for assessment activities linked to each unit of competence
- Provided with contact details of key personal to communicate 'special' circumstance which inhibit the effective participation in training

**Review of Student Progress**

The Training Manager, allocated Trainers and admin support staff are responsible to monitor each student's progress throughout the training period.

To achieve this, ICCC:

- Review each student's progress on a regular basis.

- Discuss progress reports with relevant stakeholders

- Set individual goals and provide direction and support as required.

Unsatisfactory progress is defined as not meeting this schedule, due dates or requests to supply specified materials within the appointed time frame. Where unsatisfactory progress remains, unresolved students will be determined as 'at risk' of not completing the training program

If a student is identified as 'at risk' of not completing the training, ICCC will implement its intervention strategy as early as practicable.

Intervention strategies include a written 'At-Risk' notification which outlines the areas of concern, the action that needs to be taken by the student and the timeframe in which the action must be completed as well as any additional support services available.

Failure to act in accordance with an applied intervention strategy may result in:

- Notification to Training Services NSW (Funded students only)

- Request for explanation for unsatisfactory participation

- An Intent to Terminate notice

Following an 'at-risk' notification the student may;

- Withdraw from the training

- Seek additional ICCC support and collaborate on alternate training strategies including rescheduling assessment due dates

In each circumstance, the student is given the opportunity to appeal. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support will be provided to the student through alternate training strategies.

**Participation in Work Training**

Work placement is used in the course to provide students with hands-on experience working with children and an opportunity to apply theory to practice. Workplace experience is also used to assist students to develop an understanding of management issues, procedures, policies and practices in children's services organizations.

Workplace assessment is a collaborative process in which the College assessor, the workplace supervisor and the student contribute to an evaluation of the student's performance and progress. During work placements students are assessed on-the-job performing daily routines by a College trainer and assessor. Additional evidence may be

provided by the workplace supervisor (third party evidence) as part of the overall competency outcome.

Students who are absent from workplace training must notify the service as soon as possible and prior to the beginning of the daily routine and should supply a medical certificate no later than three days after their absence.

Students who do not effectively participate in workplace training will be determined as 'at-risk'

## Policy 25: CERTIFICATION

ICCC ensures that any students who successfully complete the learning and assessment requirements of a unit of competence or all units of competency within a training package are entitled to receive an appropriate full qualification testamur and transcript, or Statement of Attainment detailing the student outcomes.

Use of NRT and AQF logos must comply with requirements as stipulated in NRT logo specifications.

**Policy**

ICCC will issue a qualification or statement of attainment (as appropriate) to a person it has assessed as competent in accordance with the requirements of the Training Package or accredited course, that:

– Meets the AQF requirements;

– Identifies the RTO by its national provider number from the National Training Information Service; and

– Includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use.

**AQF Qualifications**

All vocational education and training qualifications issued under the AQF will include the following elements:

– Legal name and RTO Number

– Logo of International Child Care College

– Name of person receiving the qualification

– Nomenclature as in the Framework (e.g. BSB40807 Certificate IV in Frontline Management)

– Date issued

– Name and authorised signatory (Chief Executive Officer)

– Contact details for the College

- The AQF logo

- The Nationally Recognised Training logo.

AQF Statement of Attainment

Statements of Attainment are issued by International Child Care College will include the following features:

- Legal name and RTO Number

- Logo of International Child Care College

- Name of the person who achieved the competencies or modules

- Date issued

- A list of competencies including the national code for each unit of competency

- Authorised signatory (Chief Executive Officer)

- Contact details for the College

- The Nationally Recognised Training logo

- The words 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s)'; and

- The words - 'These competencies form part of [code and title of qualification(s) /course(s) (where applicable)

## Policy 26:  RECORDS RETENTION & REPORTING

All information recorded and reported to the relevant authorities, is retained, and communicated accurately, exhaustively and in a timely manner.

**Policy**

ICCC accurately record and report students training outcomes, participation and related information in a timely manner to relevant stakeholders including the VET regulator.

**Overview**

ICCC recognise the obligation to accurately retain certain records from the delivery of training and assessment services to clients. The maintenance of a well-structured systematic records retention system supports overall operation of the College and provides a basis for compliance and quality assurance.

For this purpose, records include:

– Student details – including formal name, address, date of birth and workplace information.

– Student results - including student details, date of enrolment and results of training and assessment.

– Qualification outcomes/ Statements of Attainment - formatted and prepared in accordance with the Australian Qualification Framework.

– Copies of completed assessment evidence – including the actual date assessment is submitted by students, assessed date and assessment decisions recorded by assessors.

– A summary record of assessment for each assessment activity

– Assessment tools – including the retention of older versions (master copy) of tools. The aim of retaining a record of versions used over time is to allow an appropriate record of continuous improvement.

– Administrative records – including enrolment forms, privacy forms, requests for refund, etc.

– AVETMISS data records saved in a student management system

- RTO management records - including governance activities, financial data and records of complaints and appeals.

To ensure records are maintained in a safe and suitable condition:

- Records are kept securely to prevent them being accessed by any non-authorised personnel.

- Personal information is kept confidential to safeguard and protect the privacy of students and ICCC staff.

- Are kept in a secure location to avoid damage by fire, flood, termites, or any other pests.

- Can be accessed and retrieved at suitable times

- Electronic data is stored within Australia

**AVETMISS Reporting.**

ICCC is required to maintain the capability to provide AVETMISS compliant data reports to the National VET Regulator on request.

**Reporting Training Outcomes**

Reportable information related to training programs for individual students, must meet the Department requirements and includes;

- AVETMISS criteria

- Commitment ID

- Completions/ Withdrawals and Not Attempted students

- Scheduled Milestones

- Must be true, accurate and timely

- Use a record management system that is compliant with the Department

Training outcomes are to be reported to Training Services NSW on a regular basis, generally once every 28 days or more often as required. Where inaccurate or misleading data has been provided which may result in a payment, ICCC will notify Training Services NSW of the error and reimburse the amount.

**Quality Indicator Reporting**

ICCC reports quality indicator data to the National VET Regulator in accordance with scheduled reporting dates.

**Treatment of records on ceasing operation**

ICCC acknowledges that it has a responsibility to retain accurate copies of records to enable student profiles to be transferred to the National VET Regulator should ICCC cease to operate. This includes records of qualifications and units of competence which have been issued by ICCC during the entirety of its registration period. ICCC will retain these records electronically and will provide this information in the form of the following AVETMISS reports in consultation with the National VET Regulator:

- NAT00010 Training Organisation

- NAT00020Training Organization Delivery Location

- NAT00030 Course File

- NAT00060 Module/Unit of Competency File

- NAT00080 Client File

- NAT00085 Client Postal Details File

- NAT00090 Client Disability File

- NAT00100 Client Prior Educational Achievement

- NAT00120 Enrolment File

- NAT00030 Qualification Completed File

Note. These reports, should ICCC cease to operate, should be generated by calendar year and supplied to the National VET Regulator in a suitable file structure and format to enable it to be navigated and used.

**Destruction of Records**

The ICCC CEO and General Manager are the only persons who can authorise the destruction of student records. The Financial Manager may authorise the destruction of financial

records. Records are only to be authorised for destruction after the retention period has lapsed.

**Quality Assurance and Responsibilities**

To ensure records are exhaustive and accurate:

− The ICCC management team implements suitable arrangements to comply with the requirements of this policy and the requirements of the NVR RTO Standards.

− Admin staff ensures the procedures for the archiving and storage of records are applied including:

　　o Analysing the sufficiency of records storage

　　o Analysing the accuracy of records stored

− Trainers and Assessors ensure that training and assessment evidence is appropriately gathered during and at the completion of a training program including:

　　o Ensuring student records are fully completed (accurate and exhaustive) with sufficient information recorded by Assessors to allow an independent review of the assessment decision by a third party.

　　o Recording the interpretation of assessment evidence (Summary Record of Assessment) with suitably detailed comments to support their assessment decision.

− Administrative support staff also liaises with Trainers and Assessors to ensure that approaches to records handling are consistent throughout ICCC's operation.

**Period of retention**

The following time periods are to apply to the retention of student electronic records:

− Student results / Qualifications / Statements of Attainment are to be retained for a minimum of thirty (30) years.

− Student assessment attempts (actual assessment tasks) are to be retained for a period of 6 months following the finalisation of training

− Assessment tools are to be retained for a minimum of five (5) years.

– RTO management records are to be retained for a minimum of five (5) years.

## Policy 27: PERSONAL INFORMATION AND PRIVACY

In the course of its business, International Child Care College Pty Ltd (ICCC) may collect information from students or persons seeking to enrol with ICCC, either electronically or in hard copy format, including information that personally identifies individual users. ICCC may also record various communications between individuals and ICCC.

In collecting personal information ICCC will comply with the requirements of the Australian Privacy Principles (APPs) set out in the *Privacy Act 1988 (Cth)* as amended by the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

**Collection and use of personal information**

ICCC will only collect personal information from individuals by fair and lawful means which is necessary for the functions of the College. ICCC will only collect sensitive information with the consent of the individual and if that information is reasonably necessary for the functions of ICCC.

The information requested from individuals by ICCC will only be used to provide details of study opportunities, to enable efficient course administration, to maintain proper academic records, and to report to government agencies as required by law. Where an individual chooses not to give ICCC certain information then ICCC may be unable to enrol that person in a course or supply them with appropriate information.

**Disclosure of personal information**

Personal information about students studying with ICCC may be shared with the Australian Government and designated authorities, including the Australian Skills Quality Authority (ASQA), Training services NSW and other partner training organisations that run courses in conjunction with ICCC. This information includes personal and contact details, course and unit enrolment details and administrative charges.

ICCC will not disclose an individual's personal information to another person or organisation unless:

a) the individual concerned is reasonably likely to have been aware, or made aware that information of that kind is usually passed to that person or organisation;

b) the individual concerned has given written consent to the disclosure;

c) ICCC believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;

d) the disclosure is required or authorised by or under law; or

e) the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, ICCC shall include in the record containing that information a note of the disclosure.

Any person or organisation that collects information on behalf of ICCC or to whom personal information is disclosed as described in this procedure will be required to not use or disclose the information for a purpose other than the purpose for which the information was collected by them or supplied to them.

**Security and integrity of personal information**

ICCC is committed to ensuring the confidentiality, security and integrity of the personal information it collects, uses and discloses.

ICCC will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which is was collected, is accurate, up to date and complete.

ICCC will store securely all records containing personal information and take all reasonable security measures to protect personal information it holds from misuse, interference, loss, unauthorised access, modification or disclosure.

Where ICCC has no further use for personal information for any purpose disclosed by ICCC, or is no longer required to maintain that personal information, all reasonable steps will be taken to destroy or de-identify the information.

**Right to access and correct records**

Individuals have the right to access or obtain a copy of the personal information that ICCC holds about them. Requests to access or obtain a copy of personal information must be

made in writing. There is no charge for an individual to access personal information that ICCC holds about them; however ICCC may charge a fee to make a copy. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request. Where it is reasonable to do so, access to the information will be provided in the manner requested by the individual.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made as soon as practical. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record. There is no charge for making a request to correct personal information.

**Complaints about an alleged breach of the APPs**

Where an individual believes that ICCC has breached a Privacy Principle in relation to that individual they may lodge a complaint using ICCC's complaints procedures which enables students and other stakeholders to lodge grievances of a non-academic nature, including complaints about handling of personal information and access to personal records.

**Publication**

The *Personal Information and Privacy Policy* is available to students and other stakeholders on ICCC's website: www.childcarecollege.com.au. Alternatively, a copy of this policy may be requested by contacting ICCC.

## Policy 28:  ACCESS & EQUITY

ICCC aims to ensure that all people who participate in training, have an opportunity to reach their potential, make choices and receive responsive and appropriate training and support services.

**Policy**

ICCC is committed to the principle of equal opportunity in education, employment and welfare for staff, students and other stakeholders, and will continue to develop equal opportunity practices and programs compatible with its overall goals and responsibilities.

**Overview**

ICCC provide a supportive learning environment that acknowledges and values the differences between people and cultures, has opportunity for customised training to meet individual circumstances, supply information on fee reduction availability support for students and develop inclusive training materials

Staff at the College recognise their professional and ethical responsibility to protect the interests of students, provide current accurate information about their training program, recognise and resolve conflicts of interest, respect the trust involved in the staff-student relationship and to accept the constraints and obligations inherent in that responsibility.

The College aims to:

- ensure that there is no discrimination against any group of students or staff, in access to College facilities

- establish and maintain mechanisms within the College to deal with complaints concerning discrimination and sexual harassment

- provide information to staff about sexual harassment and discrimination, and provide advice and support for those who have been discriminated against or harassed,

- ensure that College policies and procedures comply with equal opportunity principles and are amended as necessary in accordance with these principles.

- offer reasonable adjustment in order to provide students with disabilities with the same educational opportunities that are available to everyone else.

ICCC educators thoroughly consider how any adjustment might be made, discuss this directly with the person involved and consult relevant sources of advice.

**Resolution of Reasonable Adjustment Outcomes**

Reasonable adjustment activities could involve:

- o modifying or providing equipment

- o modifying assessment procedures

- o changing course delivery

- o modifying premises

The final decision for reasonable adjustment will be made by the College. In the event that the student does not accept the RTO's judgement that the adjustment is reasonable, the student may contact the Equal Opportunity Commission or the Australian Human Rights Commission for advice on whether a complaint would be justified.

## Policy 29: ATTENDANCE & PARTICIPATION

ICCC offers flexible learning structures to support a range of learning preferences. Students must show active participation at acceptable levels which meet the requirements of their training.

**Policy**

Students are required to meet expected guidelines for attendance and participation in both training and work placement.

**Tutorials**

Attendance to tutorials may not be compulsory, however unsatisfactory performance measures may be applied for those students who have not attended as required.

Where workshops are provided, participation is regarded as integral to professional preparation and the development of industry skills.

Workshops are designed to be a collaborative and interactive process between the trainer and the students. Students are regarded as active participants in their own learning and are expected to engage in active discussion with trainers and peers and take responsibility for their own learning.

**Work placement Assessment Visits**

Attendance at observation assessments are compulsory. Students are required to notify the College 24 hours prior to the scheduled observation assessment in instances where students are unable to attend the workplace as scheduled. Where students continually fail to be present at observation assessment, the student may be deemed NYS or asked to show cause why the assessment should take place.

## Policy 30: TECHNOLOGY AND THE USE OF SOCIAL MEDIA

International Child Care College recognizes the value of electronic tools and resources to improve the learning experience and enhance the administration and operation of the College. ICCC encourages the responsible use of computers, computer networks, including the Internet, and other electronic resources in support of the goals of the College.

The Internet is an unregulated, worldwide vehicle for communication and information available to staff and students is difficult to control. This policy governs the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to ICCC resources, use ICCC owned equipment or through ICCC owned domains.

Students' undertaking training with the College will have access to the ICCC website and ICCC social media networks. This allows students to access and submit completed assessment tasks, access additional information to support their studies and to explore knowledge from different perspectives.

**Policy**

ICCC maintains an electronic media environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy if any employee, student, or other individual associated with the College to engage in any activity that does not conform to this established purpose and general rules.

The use of social networking and social media is to be used in a manner that does not damage the professional integrity of the College, ICCC staff, students or partners.

ICCC recognises its legal and ethical obligation to protect the well-being of students in its charge. To this end, ICCC retains the following rights and recognises the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments

2. To remove a user account on the network

3. To monitor the use of online activities.

4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to ICCC owned equipment and domains

5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and practices guiding online communication

**Staff Responsibilities**

1. Staff who supervise students shall make efforts to monitor the use of ICCC equipment and domains to assure that it conforms to the goals of the College.

2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction and assistance can be achieved

**User Responsibilities**

1. Use of the electronic media provided by International Child Care College is a privilege that offers a wealth of information and resources for research. This resource is offered to staff, students, supervisors and employers at no cost. In order to maintain this privilege, users agree to learn to comply with all of the provisions of this policy.

**Acceptable Use**

1. All Internet use must be in support of educational and research objectives consistent with the goals of the College.

2. Proper codes of conduct in electronic communication must be used. Giving out personal information is inappropriate.

3. Network accounts are only to be used by the authorized owner of the account for the authorized purpose.

4. All communication and information via the network should be assumed to be public domain.

5. Exhibit exemplary behaviour on the network as a representative of your workplace and community

6. From time to time, ICCC will make determinations on whether specific uses of the network are consistent with the acceptable practices.

**Unacceptable Use**

1. Giving out personal information about another person, including home address and phone number is strictly prohibited.

2. Excessive use of the network for personal use shall be cause for disciplinary action.

3. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.

4. No user on the network shall serve to disrupt the use of the network by others.

5. Malicious use of the network to harass other users online or infiltrate a computer or computing system and/or damage components of a system is prohibited.

6. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviours are prohibited on the network.

7. Use of the network to access or process pornographic materials, inappropriate text files (as determined by the system administrator), or files dangerous to the integrity of the College is prohibited.

8. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written consent of the copyright owner is prohibited. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/ or distribution would fall within fair use.

9. Use of the network for any unlawful purpose is prohibited.

10. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

**Disclaimer**

ICCC cannot be held accountable for the information that is retrieved from the network and reserves the right to change its policies and rules at any time.

**Disciplinary Action**

Failure to comply with any of the above restrictions will result in withdrawal of internet

privileges and may result in a student being asked to show cause why their enrolment should not be terminated.

Any student who, in the opinion of the Training Manager, has posted or uploaded any material related to paedophiles will be immediately reported to police.

ICCC is guided by Australian legislation in the management of its networks and domains

**Copyright Act 1968**. Act No. 63 of 1968 as amended

**Take Down Notice**:  The law requires Australian ISPs and ICHs to delete content from their servers (Web, Usenet, FTP, etc.) that is deemed "objectionable" or "unsuitable for minors" on receipt of a take-down notice from the government regulator, the Australian Communications & Media Authority

**Data Protection** - Australian privacy laws are contained in a variety of Commonwealth, State and Territory Acts. The "Privacy Acts" are data protection laws which regulate the collection, use and disclosure of personal information about individuals; they do not protect privacy of the individual in a broader sense.

**Criminal Code Act 1995** by the Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act (No. 2) 2004 (Text of the 2004 Act and Explanatory Memorandum). The Commonwealth Criminal Code includes offences of using an Internet service or any other telecommunications service ('carriage service') to access, obtain, transmit, make available, publish or otherwise distribute, supply, produce, etc. 'child pornography material' or 'child abuse material' as defined in the Act. Sections 474.14 - 474.25 Using a carriage (telecommunications) service for child pornography material or child abuse material

"Child pornography material" means:
(a) material that depicts a person, or a representation of a person, who is, or appears to be, under 18 years of age and who:
> (i) is engaged in, or appears to be engaged in, a sexual pose or sexual activity (whether or not in the presence of other persons); or
> (ii) is in the presence of a person who is engaged in, or appears to be engaged in, a sexual pose or sexual activity; and does this in a way that reasonable persons would regard as being, in all the circumstances, offensive; or

(b) material the dominant characteristic of which is the depiction, for a sexual purpose, of:

(i) a sexual organ or the anal region of a person who is, or appears to be, under 18 years of age; or

(ii) a representation of such a sexual organ or anal region; or

(iii) the breasts, or a representation of the breasts, of a female person who is, or appears to be, under 18 years of age; in a way that reasonable persons would regard as being, in all the circumstances, offensive; or

(c) material that describes a person who is, or is implied to be, under 18 years of age and who:

(i) is engaged in, or is implied to be engaged in, a sexual pose or sexual activity (whether or not in the presence of other persons); or

(ii) is in the presence of a person who is engaged in, or is implied to be engaged in, a sexual pose or sexual activity; and does this in a way that reasonable persons would regard as being, in all the circumstances, offensive; or

(d) material that describes:

(i) a sexual organ or the anal region of a person who is, or is implied to be, under 18 years of age; or

(ii) the breasts of a female person who is, or is implied to be, under 18 years of age; and does this in a way that reasonable persons would regard as being, in all the circumstances, offensive.

"child abuse material" means:

(a) material that depicts a person, or a representation of a person, who:

(i) is, or appears to be, under 18 years of age; and

(ii) is, or appears to be, a victim of torture, cruelty or physical abuse; and does this in a way that reasonable persons would regard as being, in all the circumstances, offensive; or

(b) material that describes a person who:

(i) is, or is implied to be, under 18 years of age; and

(ii) is, or is implied to be, a victim of torture, cruelty or physical abuse; and does this in a way that reasonable persons would regard as being, in all the circumstances, offensive.

## Policy 31: FEES AND REFUNDS

ICCC communicates' all information regarding fees and refunds openly and transparently.

**Policy**

Student training fees are processed accurately and ethically to ensure all transactions are appropriately handled and comply with the requirements for ethical practices for self - funded and funded students.

**Note.** If for any reason ICCC is unable to fulfil its service agreement with a student, ICCC will refund the student's proportion of fees paid for services not delivered.

**Adminsitration fees for Funded students**

Where students undertake training under a funded arrangement, the student fee element is set by the funding provider, Training Servivces NSW. No additional fees related to direct training costs are applied to a student under a funded training arrangement.

Where a students withdraws from a funded training program, the student may be eligible to receive a refund or partial refund of the admin fee based on scheduled participation in training.

**Fees for Non-Funded students (Fee for Service)**

ICCC sets full training fees for students training under non-funded arrangements (Fee for Service). These fees are provided as a total training cost.

The establishment portion of the training fee is non-refundable after the cooling off period, which is 7 days after the completion of the enrolment form.

Ongoing fees associated with the commencement of each unit of competency within the training program are applied in determination with the scheduled training activities. Fees for each unit of competency are non-refundable after the start date for that unit.

**Additional Fees**

Students may be required to pay additional fees. A description of what fees may be applicable can be found in the Course Fees Schedule for that calendar year.

**Invoices and Receipts**

All invoices and receipts are produced using Quickbooks. Invoices which have not been paid by the end of the month will receive a reminder for payment by letter, email or SMS. Invoices which remain unpaid will result in legal action being taken.

For students on payment plans, where payments being made on a regular basis, direct debit banking should be set up by the student.

**Course Fees Schedule**

As a minimum this schedule includes:

– the total amount of all fees including course fees, material fees and any other charges for enrolling in a training program;

– the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results

**Refunds**

The following refund policy will apply:

– All students who give notice to cancel their enrolment prior to the commencement of a program will be entitled to a 65% reduction in fees. The balance charged (35%) is required to cover the costs of staff and resources which will have already been committed based on the student's initial intention to undertake the training.

– All students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees.

Discretion may be exercised by the Finance, Training and General Manager in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal.

Where refunds are approved, the refund payment must be paid to the student within 14 days from the time the student gave written notice to cancel their enrolment. Refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Application for Refund request form.

| Fee amounts (as a percentage) owed at each stage of the training program | | |
| --- | --- | --- |
| **Certificate III** | **Diploma** | **Diploma with CT** |
| Group 1 – 35% | Group 1 – 35% | |
| Group 2 – 70% | Group 2 – 45% | |
| Group 3 – 100% | Group 3 – 60% | |
| Group 4 – 100% | Group 4 – 80% | |
| | Group 5 – 100% | Group 5 – 50% |
| | Group 6 – 100% | Group 6 – 100% |
| | Group 7 – 100% | Group 7 – 100% |

**Exemptions from Fees**

Australian Aboriginal and Torres Strait Islander are exempt from these fees under a funded training program. (*Subsidised Training Only*)

Learners who receive a disability support pension and students with a disability are also exempt. (*Subsidised Training Only*)

Learners who receive one or more eligible benefits or allowances at the time of their enrolment may be eligible to pay a concession fee rather than the full training fee. (*Subsidised Training Only*)

Training Services NSW may determine additional Fee Free Scholarship programs

**Protecting fees being paid in advance**

International Child Care College acknowledges that it has a responsibility under SNR 5 to protect the fees paid by students in advance of their training and assessment services being delivered. To meet our responsibilities International Child Care College adopts a policy where no more than $1500 is accepted in advance of the course commencement and may

only accept payment of full fees from each individual student 10 days after the commencement of the training program.

**Keeping students informed**

To ensure that students are well informed of the financial considerations of their enrolment, where possible, ICCC undertakes to provide the following fee information to each student prior to, or at the time of enrolment:

- the total amount of all fees including course fees, materials fees and any other charges;

- payment terms, including the timing and amount of fees to be paid

- the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and replacement textbooks etc

- access to documents to apply for a refund

**Student complaints about fees or refunds**

Students who are unhappy with the arrangements for the collection and refunding of training fees are entitled to lodge a complaint. This should occur in accordance with the complaints policy and procedure.

## Policy 32: GRIEVANCES, COMPLAINTS & APPEALS

ICCC is committed to providing a fair complaints and appeals process.

**Policy**

All grievances, complaints or appeals are accessible for students, employers and any other stakeholders to lodge and that all complaints, grievances or appeals are seen to be acted upon in a fair and equitable manner.

**Overview**

To the extent possible, consistently with the proper and fair investigation and determination of a complaint, a person or persons handling or involved in a complaint must respect the confidentiality of information supplied in relation to the complaint, and must proceed on the assumption, unless the contrary appears, that any information supplied in relation to a complaint is, and is intended to remain, confidential.

The College will take appropriate action in respect of each complaint. Victimisation of a staff member or students who makes a complaint under these procedures will be treated with the utmost seriousness by the College.

**Definition of a grievance**

A grievance is an informal complaint that a student has in relation to an action or decision taken (or not taken) by the College that the student considers unreasonable, for example, unreasonable management decisions.

**Definition of a complaint**

A complaint is generally negative feedback about services or staff which has not been resolved locally. A complaint must be made in writing and specify the particulars of the complaint by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students and/or employers.

**Definition of an appeal**

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during training and assessment.

- Assessment appeals can be made by flagging (check box) on the Summary Record of Assessment a request to review the assessment outcome
- Training appeals must be made in writing and specify the particulars of the decision or finding in dispute.

Appeals must be lodged within 28 days of the decision.

**Early resolution of grievances, complaints or appeals**

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. This is often achieved through a formal meeting or discussion with the parties involved in the dispute. Early resolution is a priority for ICCC and is sort in the first instance related to all complaints handling.

**Relationship to continuous improvement**

Frequently, the complaints, appeals and grievances handling process will expose weaknesses in the training and assessment system that can flow into the continuous improvement system as opportunities for improvement.

**Principles for handling grievances, complaints and appeals**

The grievances, complaints and appeals handling are based on the following principles:

- A grievance should be addressed as soon as practical to ensure unnecessary escalation of a formal complaint

- A complaint must be made as soon as possible but not later than twelve months after the alleged dispute occurred unless good and sufficient reason for consideration after this time can be established. Any complaint must initially be dealt with by those College staff members with designated responsibility for complaint resolution with provision for resolution at higher levels of authority if necessary.

- Persons handling complaints should cease handling a complaint if there is a possibility of bias or conflict of interest. Complaints should be handled fairly and impartially and the complainant and the respondent should be given the opportunity to present their cases.

- The complainant must be responded to in writing with 7 working days of its receipt

- A written record of all complaints and appeals is to be kept by ICCC including all details of lodgement, response and resolution.

- A complainant or person lodging an appeal is to be provided an opportunity to formally present his or her case at no cost.

- Each complainant or person lodging an appeal may be accompanied and/or assisted by a support person at any relevant meeting.

- The handling of a complaint or appeal is to commence within 10 working days of the lodgement of the complaint or appeal and all reasonable measures are taken to finalise the process as soon as practicable.

- The complainant or person lodging an appeal is to be provided a written statement of the outcome, including details of the reasons for the outcome.

- The complainant or person lodging an appeal is to have the opportunity for a person or a body that is independent of ICCC to review his or her complaint or appeal following the internal ICCC complaint or appeals process. It is noted that a review of findings by an independent person or body will generally only relate to the appeals process and is less likely to be required in complaints handling.

- ICCC shall maintain the enrolment of the complainant or person lodging an appeal during the complaint or appeals process.

- Decisions or outcomes of the complaint or appeals process that find in the favour of the student shall be implemented immediately.

- Complaints and appeals are to be handled in the strictest of confidence. No ICCC representative is to disclose information to any person. A decision to release information to third parties can only to be made after the complainant has given permission for this to occur.

- Students who are not satisfied with the complete complaint handling by ICCC may refer their complaint to the National VET Regulator for consideration. Students are to be advised that registering bodies will require the student to have exhausted all avenues through ICCC before taking this option.

- Appeals of assessment decisions are not able to be referred to the National VET Regulator and are to be determined by an approved independent body.

**Informal Complaints**

In the case of informal complaints (often seen as a grievance resulting from a negative experience), ICCC staff will clarify the problem as perceived by the person to advise the person of the options available to them (including options for submitting a formal complaint or directing the complaint to an external agency) and to ensure the person is provided with support and advice to decide whether, and if so, how, they wish to proceed with the complaint, or advised of any continuous improvement opportunities following the information provided.

If a resolution cannot be reached the student will be advised that the complaint needs to follow a prescribed procedure which includes submitting a written documentation.

**Persons to Handle the Complaints**

The College will nominate a person to conduct the complaints procedures.

As the complaint is progressed from each stage to the next stage the most appropriate person to handle the complaint must be reviewed.  The same or different advisers may assume responsibility for the complaint at different stages.  Continuity, success of previous contacts, and the request of those involved will be taken into account in this decision.

Where the complainant is a student: an anti-discrimination adviser will normally conduct the complaints procedures.

Where the complainant is a staff member: an anti-discrimination adviser and, where the adviser deems appropriate, the staff member immediately superior to the complainant, or another person who is responsible for the employment of the staff member, will normally conduct the complaints procedures.

The response to the complainant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the complaint.

A Complaints Register is to be kept up to date at all times to accurately reflect how the matter was responded to and the duration from the date the complaint was received to the date the complaint was resolved.