



THE WATERFORD COLLEGE

STUDENT INFORMATION HANDBOOK

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Welcome!

As Chief Executive Officer, I welcome you to the Waterford College, and would like to take this opportunity to encourage you to use this guide as an important resource as you make your way through your training program.

THE ORGANISATION

The Waterford College is a commercial training organisation that is committed to the delivery of quality vocational training to its students.

This is achieved by offering innovative and creative training programs that are flexible and designed to suit the needs of students, employers and industry.

THE PEOPLE

Educators will be there to assist students over the duration of the training program and are always available by contacting the office.

Our services are flexible and tailored to suit the needs of the workplace, along with the requirements of the accredited training program in which students are enrolled.

We look forward to working with you to ensure an enjoyable and rewarding relationship.

Qazi Ahmad Mukhtar
Chief Executive Officer

EDUCATIONAL STANDARDS & STUDENT WELFARE

The following measures will be taken to safeguard the educational interests and welfare of students:

- *Providing training that is dynamic and innovative in approach*
- *Ensuring educational materials reflect current thinking and models of best practice*
- *Motivating staff to achieve the highest standards in service delivery*
- *Ensuring that training and assessment occur in accordance with the requirements of the accredited course*
- *Maintaining confidentiality at all times*
- *Developing positive, supportive relationships with students based on open communication and sharing of knowledge and skills*
- *Using a range of assessment styles and tools to accommodate a range of abilities and learning styles*
- *Adhering to principles of good management, accountability and financial viability*
- *Maintaining accurate and secure students records*
- *Actively supporting our policies to protect individual rights and to prevent harassment, discrimination and bullying*
- *Appropriate information, advice, support and referrals is made available to all clients within the restrictions of the Privacy Act 2000 in order to assist the achievement of their desired outcomes*
- *Provide Recognition of Prior Learning for previous studies and relevant life/work experiences*
- *Adherence to fees and charges policies and the educational principles of OTTE*
- *Discipline procedures*

TRAINING ENVIRONMENT

The Waterford College will:

- *Market their programs with integrity, accuracy and professionalism at all times*
- *Avoid vague, ambiguous statements*
- *Never make false or misleading comparisons with other providers or courses*
- *Ensure that all students are given information that is true and correct at the time*

STUDENT INFORMATION

The Waterford College will provide accurate, relevant and up-to-date information to students prior to enrolment. This will include but is not limited to:

- *Code of Practice*
- *Selection, enrolment and induction/orientation*
- *Admission procedures and criteria*
- *Course information - including content, vocational outcomes and fees*

- *Provision for language, literacy and numeracy assessment*
- *Details of support services that are arranged for students*
- *Staff responsibility for access and equity*
- *Certification to be issued upon completion*
- *Competencies to be achieved*
- *Assessment procedures*
- *Arrangements for the Recognition of Prior Learning*
- *Disciplinary procedures*
- *Complaints/ Appeal procedures*
- *Refund policy*
- *Equal Opportunity Policy*
- *Occupational Health & Safety*
- *Privacy Act*
- *Anti-discrimination guidelines*

RECRUITMENT & SELECTION

Recruitment for all training will be conducted in an ethical and responsible manner, consistent with the principles of access and equity. Qualified educators will assess the extent to which potential students are likely to achieve the stated competencies and learning outcomes. Successful applicants will be provided with assistance relevant to their learning needs.

INDUCTION/ORIENTATION

Prior to commencement, a Student Information Handbook will be given to each student, and the educator will elaborate and answer questions and address any queries concerning the forthcoming training and assessment at the induction/orientation. An explanation will be given of:

- *The Waterford College*
- *Competency Based Training*
- *Assessment*
- *Student obligations*
- *Certification and Pathways*
- *Recognition of Prior Learning and Other Qualifications*
- *Complaints Procedures*

STUDENT SUPPORT SERVICES

For individual support with language, literacy or numeracy, assistance and mentoring will be available from the Quality Manager or external consultant with experience and qualifications in the specific area of need. If a student has any concerns, the Quality Manager is available for support or referral.

Should a student need welfare or guidance assistance, they should speak with the Quality Manager in the first instance, who will arrange for a meeting with a qualified counsellor.

QUALITY POLICY

The Waterford College provides a range of training and vocational services to industry. It is the policy of the Waterford College to consistently provide superior customer service through the use of quality materials, effective work procedures, prompt and courteous delivery.

We recognise that consistent product and service quality will ensure a high degree of customer satisfaction, repeat business and continued growth.

In supporting these objectives, the Waterford College has established a quality system based on continuous improvement and steadfast application of quality processes, which meet the requirements of the Australian Quality Training Framework.

All employees are committed to successfully implementing and maintaining these procedures and achieving the required levels of quality in product and services.

COMPETENCE OF EDUCATORS

The Waterford College will ensure that suitably qualified educators conduct all assessments. Training will be delivered by qualified educators and mapped against each unit of competency that they are either assessing or delivering, along with relevant vocational competence and judgements relating to its relevance and hold a minimum of Certificate IV in Training & Assessment or its equivalent.

ADULT LEARNING PRINCIPLES

The Waterford College incorporates adult learning principles throughout the delivery of its training programs, and students are encouraged to take responsibility for their learning and to be active in the learning and assessment process. Courses are designed to be flexible, interactive and involve all students in discussion and activities. Your contribution, thoughts and experiences are vital to the success of the course.

To achieve competency and be issued with a nationally recognised qualification or Statement of Attainment you will need to:

- *Complete any required reading and/or research*
- *Complete all specified unit assessment tasks*
- *Complete specified practical assessment tasks*
- *Complete an integrated competency assessment*

The Waterford College therefore encourages all students to:

- *Prepare for training sessions*
- *Complete any required reading and/or research*
- *Participate appropriately in all training sessions*
- *Undertake all work requirements in line with designated deadlines*
- *Relay to your educator any problems being experienced*
- *Participate in evaluation activities and offer constructive advice relevant to course delivery*
- *Expect that the Waterford College staff will treat you with politeness and respect and reciprocally treat staff in the same manner*
- *Use established complaints procedures if there is a difficulty in relation to course delivery or you experience difficulties with the Waterford College staff*
- *Seek assistance with language, literacy and numeracy difficulties*
- *Modifications and adjustments can be made for identified disabilities*
- *Reference material will be made available to all students*
- *Referrals to professional counselling will be arranged if the needs of the student cannot be met by the Waterford College staff*

RECOGNITION OF OTHER QUALIFICATIONS

The Waterford College recognises the AQF qualifications and Statements of Attainment issued by any other RTO in Australia. Our recognition requirements are available to students on request.

TRAINING DELIVERY

The flexibility of our training programs incorporates options that best meet and suit your needs:

- *Supervised Learning*
- *Practical Demonstration*
- *Observation*
- *Team/group work*

This is achieved by offering innovative and creative training programs that are flexible and customised to suit each individual.

Educators will also be available to discuss your needs and to support you through your training program.

GAINING COMPETENCY

The Waterford College is accredited to deliver and assess against set industry standards to enable students to receive their qualification. Although the delivery and many of the assessment tasks have been customised for specific needs, it is important to note that the national standards must be met to achieve competency and receive the qualification.

VOCATIONAL EDUCATION & TRAINING

VET qualifications are nationally recognised and provide people with practical skills and information to enable them to competently perform their workplace roles. VET qualifications are part of the Australian Qualifications Framework that links all recognised education and training nationally.

The inverted triangular symbol (the National training logo) that will appear on the bottom of your Certificate tells employers and other stakeholders that you hold a nationally recognised qualification. The diagram below indicates the 12 levels of the AQF:

Secondary Education Sector	Vocational Education Sector	Higher Education Sector
Year 11/12	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctorate (PhD) Masters Graduate Diploma Graduate Certificate Bachelor Degree Diploma

LEGISLATION & REGULATORY REQUIREMENTS

Legislation that significantly affects participation in vocational education and training is:

- *Occupational Health and Safety Act 2004*
- *Information Privacy Act 2000*
- *Racial & Religious Tolerance Act 2001*
- *Vocational Education & Training Act*
- *Victorian Qualifications Authority Act 2000*
- *Equal Opportunity Act 1995*

All students should note that the above legislation can be found at www.dms.dpc.vic.gov.au, www.vic.gov.au and www.otte.vic.gov.au. All students are permitted to use the internet at Waterford College to access information about legislation, and a summary of each Act is detailed below:

- ***Occupational Health & Safety Act 2004***

The objects of this Act are to:

- (a) Secure the health, safety and welfare of employees and other persons at work
- (b) Eliminate, at the source, risks to the health, safety or welfare of employees and other persons at work
- (c) Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self-employed persons
- (d) Provide for the involvement of employees, employers and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards - having regard to the principles of health and safety protection

- ***Information Privacy Act 2000***

The main purposes of this Act are to:

- (a) Establish a regime for the responsible collection and handling of personal information in the Victorian public sector
- (b) Provide individuals with rights of access to information about them held by organisations, including information held by contracted service providers
- (c) Provide individuals with the right to require an organisation to correct information about them held by the organisation, including information held by contracted service providers
- (d) Provide remedies for interferences with the information privacy of an individual
- (e) Provide for the appointment of a Privacy Commissioner

- ***Racial & Religious Tolerance Act 2001***

The preamble to this Act states:

1. The Parliament recognises that freedom of expression is an essential component of a democratic society and that this freedom should be limited only to the extent that can be justified by an open and democratic society. The right of all citizens to participate equally in society is also an important value of a democratic society.
2. The people of Victoria come from diverse ethnic and Indigenous backgrounds and observe many different religious beliefs and practices. The majority of Victorians embrace the benefits provided by this cultural diversity and are proud that people of these diverse ethnic, Indigenous and religious backgrounds live together harmoniously in Victoria.
3. Some Victorians however are vilified on the ground of their race or their religious belief or activity. Vilifying conduct is contrary to democratic values because of its effect on people of diverse ethnic, Indigenous and religious backgrounds. It diminishes their dignity, sense of self-worth and belonging to the community. It also reduces their ability to contribute to, or fully participate in, all social, political, economic and cultural aspects of society as equals, thus reducing the benefit that diversity brings to the community.

- ***Vocational Education & Training Act***

The objectives of the Victorian Qualifications Authority Act are to:

- (a) Develop and monitor standards for education and training normally undertaken in, or designed to be undertaken in the years after Year 10
- (b) Ensure and support appropriate linkages between qualifications
- (c) Facilitate procedures which make it easier for people to re-enter education and training and acquire qualifications throughout their lives.

- ***Victorian Qualifications Authority Act***

The main purposes of this Act are to:

- (a) Establish the Victorian Learning and Employment Skills Commission and to specify its powers and functions in the promotion, planning, co-ordination and administration of vocational education and training in Victoria and of adult, community and further education in TAFE colleges
- (b) Provide for the establishment of TAFE colleges as self governing institutions forming part of the post-secondary education system in Victoria which includes vocational education and training and adult, community and further education
- (c) Provide for the establishment or declaration of industry training boards
- (d) Provide for the regulation of apprenticeships and other workplace training
- (e) Provide for and regulate the practical placements of students of TAFE providers so as to enable those students to obtain general work experience or to receive workplace training

- ***Equal Opportunity Act 1995***

The objectives of this Act are to:

- (a) Promote recognition and acceptance of everyone's right to equality of opportunity
- (b) Eliminate, as far as possible, discrimination against people by prohibiting discrimination on the basis of various attributes
- (c) Eliminate, as far as possible, sexual harassment
- (d) Provide redress for people who have been discriminated against or sexually harassed

TRAINING INFORMATION

Training Programs and courses are based upon competency based training principles. Some of the common terms / definitions that you will come across are described below:

Definitions

Competency is a broad concept that describes a person's ability in a range of areas. It covers:

- *Task skills (performing individual tasks)*
- *Task management skills (managing a number of different tasks within a job)*
- *Job or role environment skills (dealing with the responsibilities and expectations of the workplace)*

Competency Based Training is aimed at providing students with the skills, knowledge and understanding to demonstrate competence against standards, usually nationally, industry endorsed Competency Standards.

Competency Standards reflect the knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment and against the same standards. Students are not compared with one another. Standards are developed by industrial parties, based on the organisation of work, expressed in terms of workplace outcomes and regularly reviewed to ensure their continuing relevance to the workplace.

Competency based assessment is a process of collecting evidence and making judgments on whether competence has been achieved. This is based upon the student being informed about the assessment process and includes the provision of information detailing the requirements for successful performance to be assessed.

ASSESSMENT

At The Waterford College, student assessment is conducted utilising a number of strategies:

- *Provision of user-friendly learning resources*
- *Availability of additional support when required*
- *Provision of information relating to the requirements of the training program, including the assessment details*
- *Developing assessment tools that are closely linked to both the training program requirements and the workplace*

Objectives of the Assessment Process

The objectives of the assessment process are:

- *To confirm that students have acquired the competencies identified in the competencies*
- *To demonstrate that students are competent to the agreed industry standard*

Assessment methods include, but are not limited to:

- *Observation*
- *Projects/ assignments*
- *Oral/ written questioning*
- *Role-plays*
- *Practical demonstration*
- *Case studies*
- *Simulations*

In keeping with the principles and practices of competency-based assessment, the determination of competence will be made on an aggregate of evidence, not on isolated assessment activities or events.

Once you have been assessed against the standards you will receive a grade of “C” for Competent or “NYC” for Not Yet Competent. Not Yet Competent means that you have not met the requirements and will be given the opportunity to fill any competency gaps to obtain competency. If you do not complete all requirements of a qualification, you will receive a Statement of Attainment, rather than a full qualification.

What Evidence Is Required?

Educators will gather evidence of competencies over the duration of the course. Throughout each competency there will be a variety of assessment tasks and you will be required to complete to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to ascertain how you are progressing with your learning, and what progress you have made towards achieving the required competence.

More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

The Waterford College allows students two opportunities to be assessed as competent. Should a student not achieve competence after two attempts, then it will be recommended that they repeat the unit of study.

RECOGNITION OF CURRENT COMPETENCIES OR RECOGNITION OF PRIOR LEARNING

Recognition of current competencies (RCC/RPL) is *“the acknowledgement of skills and knowledge obtained through formal training, work experience and/or life experience”*.

Previously acquired skills and knowledge can be identified and assessed against standards set by industry and the Australian National Training Authority (ANTA).

Students may apply for RCC/RPL and supply evidence that demonstrates that they have all the skills and knowledge relating to the competency.

In cases where the Waterford College’ RCC/RPL Assessor is satisfied with the evidence supplied (documented or demonstrated), the student will be granted “RCC” or “RPL” for the whole or specified part of the competency.

Outline of RCC/RPL Procedure

The Waterford College offers students recognition for skills and knowledge that they already possess. In this way, students may not need to attend all classes, but can apply for Recognition of Prior Learning / Current Competencies. Where recognition is granted, the student is granted full equivalent status to students who complete the course by attendance and assessment.

To apply for RPL complete an Application for Recognition of Prior Learning Form, available from the Waterford College’ administration office. Applications should contain relevant supporting material, ie: Certificates or Results of Assessments. The application will be assessed and the applicant will be notified of the result before the intended course commences. The applicant may be required to meet with the Training Manager or delegated staff member to discuss the application.

COURSE MONITORING

An educator is responsible for the delivery and monitoring of training, and students who feel that they may be disadvantaged in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their individual educator in the first instance.

Should you experience any difficulty that may be affecting your studies, please discuss this with your educator, or arrange to make an appointment to meet with the Quality Manager.

Review and evaluation processes will occur at scheduled intervals over the duration of your training program. You are encouraged to provide feedback to assist us in our quality assurance process.

POST TRAINING REVIEWS

All students will receive a feedback questionnaire at the completion of training for each qualification.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Waterford College is committed to the goals of equal opportunity and affirmative action in education and employment. It aims to provide a study and work environment for staff and students that fosters fairness, equity, and respect for social and cultural diversity, and that is free from unlawful discrimination, harassment and vilification as determined by legislation.

In fulfilling this commitment, the Waterford College will:

- *Foster a culture that values and responds to the rich diversity of its staff and students*
- *Provide equal opportunity by removing barriers to participation and progression in employment and education so that all staff and students have the opportunity to fully contribute*
- *Offer programs that aim to overcome past disadvantages of students*
- *Promote clear and accountable educational and management policies and practices to engender trust between managers, staff and students*
- *Enhance the quality of students' learning through the provision of culturally, socially and gender inclusive education in areas such as curricula, teaching methods, assessment and review provisions, written and audio-visual material and support services*
- *Ensure that its staff and students are aware of their rights and their responsibilities*

DISCRIMINATION / HARASSMENT POLICY

Sexual harassment and discrimination are unacceptable behaviours, which will not be tolerated. As well as being unlawful, they are also against the Waterford College' work ethics and corporate values.

Harassment is any uninvited, unwelcome behaviour of a sexual or racial nature (which may be physical, verbal or visual and/or written including electronic formats), requests for sexual favours, or any other form of unsolicited or unwelcome conduct of another person. It can be male to female, female to male or to a person of the same sex.

It is important to understand that whilst single occurrences of unacceptable behaviour may appear relatively minor, when continued over a long time they can become very stressful. Harassment can be either deliberate or unintentional and seen to be 'normal' or 'in good fun', particularly by the person doing the harassing.

As in any area of personal interaction, the boundaries of what constitutes harassment may vary from person to person. In addition, one person may have different boundaries for different relationships. It is the responsibility of all persons to recognise and respect the boundaries set by others.

WORKPLACE HARASSMENT, VICTIMISATION & BULLYING

Workplace harassment almost always has a strong clear focus (eg: sex, race, disability). It tends to focus on the individual because of what not who they are. It has a strong physical component, for example: contact and touch in all its forms, intrusion into personal space and possessions, damage to possessions - including a person's work, etc.

Victimisation and bullying is persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.

Victimisation and bullying differs from harassment in that the focus is rarely based on gender, race or disability. The focus is often on competence, or rather the alleged lack of competence.

These types of behaviour are not acceptable in any way by the Waterford College, and are considered disciplinary offences.

MAKING A COMPLAINT

Any person who feels that he/she is being sexually harassed or discriminated against should advise the other party that the conduct is inappropriate, offensive and must cease. The person may be unaware that his/her behaviour is upsetting, and discussing the situation amicably may clear up any misunderstanding.

If the behaviour does not change, the aggrieved person has the right and is encouraged to make a formal complaint, which will be treated seriously, sympathetically and confidentially. The complaint should be brought to the attention of the Quality Manager, who will either personally handle the matter, or refer it to a more appropriate authority to action.

Action will be taken to stop the harassment or remedy the discrimination. It is expected that all individuals will comply with this policy.

If a complaint of sexual harassment is substantiated against any individual person, the person may be disciplined up to and including termination of agreement.

If at any stage you feel dissatisfied with how your complaint has been handled, you have the right to take it to an independent panel. Any necessary investigations will be carried out in an impartial manner.

DISCIPLINARY POLICY FOR STUDENTS

To ensure a transparent and equitable process for disciplinary procedures, it is the responsibility of the Chief Executive Officer, to ensure that:

- *Where disciplinary action is necessary, the Chief Executive Officer shall notify the student of the reason. The first warning must be verbal and will be recorded on the student's personal file. A union representative shall be present if desired by either party.*
- *If the problem continues, the matter will be discussed with the student by the Chief Executive Officer, and a second warning in writing will be given to him/her and recorded on his/her personal file. A union representative shall be present if desired by either party.*
- *If the problem continues, the Chief Executive Officer will see the student again. If a final warning is to be given, then it shall be issued in writing and a copy sent to any relevant third party. A union representative shall be present if desired by either party.*
- *In the event of the matter recurring, then the student may be terminated. No dismissals are to take place without the authority of the Chief Executive Officer.*
- *Dismissal of a student may still occur for acts of "serious and wilful misconduct".*
- *If a dispute should arise over the disciplinary action, the course of action to be followed is that the matter shall be referred to an appropriate arbitrator for resolution. Such resolution shall be accepted by both parties as final.*
- *If after any warning, a period of twelve months elapses without any further warnings or action being required, all adverse reports relating to the warning must be removed from the student's personal file.*

ACCESS & EQUITY POLICY

The aim of the Waterford College's Access & Equity Policy is to meet the needs of individuals and the community as a whole through the integration of access and equity guidelines. The key principles of this policy are:

- *The Waterford College recognises the need for implementation of equity principles via the fair allocation of resources*
- *All students will be recruited in an ethical and responsible manner, consistent with the requirements of the curriculum*
- *The Waterford College recognises the right to equality of opportunity without discrimination for all members of the community*

In particular, the Waterford College aims to:

- *Incorporate access and equity principles and practices in key processes that affect the outcomes for students in the vocational education and training system*
- *Achieve equitable access for all current and potential students to vocational education and training services and programs*
- *Increase the participation of people who are under-presented in vocational education, training and employment services and programs*
- *Increase participation in decision-making processes by people from under-represented groups*
- *Encourage positive outcomes for students of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs*
- *Develop quality support services that enhance students' chances to achieve positive outcomes*

OCCUPATIONAL HEALTH & SAFETY POLICY

The aim of the Waterford College's OH&S policy is to achieve a healthy, low risk and quality working environment, with the commitment and co-operation of all the Waterford College employees, students and visitors. The key principles of this policy are:

- *The Waterford College recognises the importance to comply with or exceed the spirit and intent of relevant legislation and statutory requirements, codes of practice and industry standards and make adequate provision of resources to meet these requirements.*
- *The Waterford College acknowledges the need to promote health, safety, environmental and quality awareness in the development of standard work practices.*

LANGUAGE, LITERACY & NUMERACY POLICY

The provision of Language, Literacy and Numeracy training and assessment is seen as an enabling activity and therefore an integral pathway into vocational education and training.

All students will have an initial review that will assess their Language, Literacy and Numeracy skills.

All educators of the Waterford College are responsible for:

- *Identification of the level of Literacy & Numeracy for particular competencies*
- *Evaluating Language, Literacy and Numeracy needs of students prior to commencement of course*
- *Ensuring individual assessment evaluation is made and appropriate adjustment/s is/ are made to training and assessment tools*
- *Developing Training Plans reflecting any adjustments that need to be implemented*
- *Referring students to appropriate provider for assistance with Language, Literacy & Numeracy*

PRIVACY POLICY

PRIVACY AMENDMENT (PRIVATE SECTOR ACT)

Privacy provisions set out how the Waterford College will collect, use, keep, secure and disclose personal information that it has obtained from students. This also gives the individual student the right to know what information the Waterford College holds about them, and establishes a right to correct that information if it is incorrect.

Collection of Information

Information can only be gathered if it is deemed necessary, and the students need to be aware of:

- *How to contact the Waterford College*
- *How to contact the relevant person*
- *Why the information was gathered?*
- *Who else will have access to the information?*

Information will only be taken from the student directly. The questions will be restricted to lawful, fair and not unreasonably intrusive ones. The information gathered can only be used for the purpose for which it was collected.

Use & Disclosure

The Waterford College will endeavour to take all reasonable steps to ensure that the information is accurate, complete and up to date, and will not disclose information to third parties without the written consent of the student, except where legislation or Government requirements require the divulgence of such information.

Security

The Waterford College will endeavour to take all reasonable steps to protect personal information from misuse, loss or unauthorised access, modification or disclosure.

Openness

The Waterford College has a policy on privacy and the handling of personal information, which is available on request.

Access & Correction

The Waterford College will provide access to information gathered for the correction of information if the student identifies that it is not accurate, complete or up-to-date. Access by students will be granted to all information collected or disclosed to a third party, ie: State or Commonwealth Government.

COMPLAINTS POLICY

The Waterford College is committed to facilitating a learning process that is both beneficial and enjoyable.

If you have a complaint that is affecting your ability to complete your training program, it is important to let your educator know of any concern.

If you feel your concern has not been dealt with to your satisfaction, you are encouraged to contact the Quality Manager in writing. The Educator or Quality Manager will provide you with a copy of the Complaints Procedure so that you can proceed with your concern.

We wish to ensure a satisfactory resolution to all parties, with consideration for the needs of the individuals concerned, and the relevant government legislation.

APPEALS POLICY

All students have a Right of Appeal regarding their results. If you have any concerns or wish to discuss your results, please talk to your educator. If however you are not completely satisfied with the response, contact the Quality Manager.

REFUND POLICY

The conditions for obtaining a refund are detailed below:

- Places are allocated in order of receipt of enrolment form, together with full course fees.
- A place cannot be guaranteed until an enrolment form is received. An enrolment form constitutes a contract of attendance.
- Courses are to be paid for prior to commencement on a per Term basis or negotiated payment plan.
- Should you be unable to attend, a substitute nomination is welcome at no extra charge. Alternatively, a full and prompt refund will be made in the event of written advice of withdrawal, up to fourteen days before the course /competency commences.
- A 75% refund will be made for cancellations received between seven and fourteen days before the course commencement.
- It is regretted that no refunds can be made for cancellations received less than seven days before the course commencement.

- In the event of cancellation by the student, where payment has not already been received, the Waterford College reserves the right to recover monies as follows:
 - *If notice is received more than 14 days prior to commencement no payment is required*
 - *A payment of 25% of the course fees would be payable if notice is given of non-participation between seven and fourteen days prior to commencement*
 - *Where notice of less than seven days is given prior to commencement, 100% of the course fees are payable*
- The Waterford College reserves the right to cancel / postpone programs. Every effort will be made to ensure applicants for cancelled courses are placed on the next available program. Enrolled students will be given at least 7 days notice in the advent of a course being postponed or cancelled.
- All enrolments are confirmed in writing before the course / competency commencement. In case of late enrolment, confirmation will be telephoned through to the nominated person.

TUITION FEES

Available upon request

BEHAVIOURAL STANDARDS

The principal objective of the Waterford College is to prepare and help you in achieving your personal objectives.

Dress and behaviour standards have been created by the Waterford College. The development of the correct attitude, dress and appearance of persons seeking employment is equal to the development of skills.

MINIMUM DRESS STANDARD REQUIREMENTS

Dress standards should reflect a professional attitude. The minimum dress standards for your particular course will be outlined by your educator at the first session, and should be adhered to at all times whilst participating in practical class situations.

It should be noted that the non-wearing of personal protective equipment (PPE) will result in the removal of the person from the area, and could also result in students being refused their assessment. Should you require any more detailed information on requirements, please contact the Waterford College's Administration Office.

OUR CODE OF PRACTICE

1. EDUCATIONAL STANDARDS

The Waterford College has and adopts management practices that maintain high professional standards in the marketing and delivery of vocational education and training services. These policies, practices and professional standards are designed to safeguard the interests and welfare of all students.

We will maintain a learning environment that is conducive to the success of all students. We will deliver the nominated courses, provide adequate facilities and use appropriate training delivery and assessment methods and materials.

2. SALES AND MARKETING

The Waterford College markets all vocational education and training products with integrity, accuracy, and professionalism. It is our policy to avoid vague and ambiguous statements, and when providing information, no false or misleading comparisons are drawn with any other training provider, or course.

3. STUDENT INFORMATION MANAGEMENT

The Waterford College provides accurate, relevant and up to date information to all students prior to commencement of the course, which is detailed in the Student Information Handbook.

4. ENROLMENT & EQUAL OPPORTUNITY PROCEDURES

The enrolment of students in the Waterford College's courses is conducted at all times in an ethical and responsible manner, consistent with the requirements of the course objectives. It is the Waterford College's policy that appropriately qualified staff shall assess the extent to which students are likely to achieve the competency standards and stated outcomes of the course, based upon the student's qualifications, proficiencies and prior experience. The Waterford College's policies ensure that all enrolment decisions comply with equal opportunity legislation.

5. COMPLAINTS & APPEALS PROCEDURES

The Waterford College has fair and equitable processes for dealing with student's complaints and appeals in relation to any decisions made during the course. It is policy that any such complaint or appeal is handled at the highest level, and in the event they cannot be resolved internally, such students will be advised of their rights to have an independent review, which shall be arranged by the Waterford College.

6. LITERACY & NUMERACY SUPPORT

The Waterford College will refer identified students to high quality educators who can train, tutor and support students with literacy and numeracy deficiencies. When literacy and numeracy deficiencies are identified, support will be provided for the duration of the course with the objective of such person achieving the desired objectives.

7. ACCESS & EQUITY

The Waterford College aims to meet the needs of individuals and the community as a whole through the integration of access and equity guidelines, and will:

- *Incorporate non-discriminatory student selection procedures that encourage fair access for members of under-represented groups*
- *Ensure access and equity issues are considered when developing training programs*
- *Provide access to staff development courses, if required, in order to assist educators who deliver courses to under-represented groups*

8. REFUND POLICY

The Waterford College has a refund policy, and safeguards all fees paid by students through its Tuition Assurance Scheme. The Waterford College's refund policy is considered to be fair and equitable.

9. INTERNAL AUDIT PROCESS

The Waterford College conducts internal audits against the Australian Quality Training Framework Standards for the provision of recognised training. This review process covers all aspects of course delivery and assessment.

10. GUARANTEES

The Waterford College will honour all guarantees outlined in this Code of Practice. It is clearly understood that if we do not meet the obligations of this code, or support all regulatory requirements, our registration as a training provider may be at risk of being withdrawn.

STUDENT CODE OF BEHAVIOUR

The following code of behaviour is intended to ensure that each member of the student community enjoys satisfactory conditions in which to study, resulting in benefits for all. Students are expected to conduct themselves in a manner that will not discredit themselves or the Waterford College. Acts that seriously interfere with the basic purposes, necessities and processes of the community, or which deny the essential rights, health and safety of other members of the community, are prohibited.

1. **Health & Safety**

Students are required to observe any lawful directions given by a staff member of the Waterford College in order to ensure the safety of individuals and the orderly conduct of learning programs in line with the OH&S Legislation.

2. **The Waterford College Property**

All property of Waterford College, as well as that of individuals, shall be respected. The unauthorised entry into, use, theft, damage or destruction of the Waterford College buildings, equipment or property is prohibited.

3. **Smoking, Alcohol, Drugs, Gambling & Theft**

Smoking is not permitted in any the Waterford College building. The appropriate authority will be called to deal with students who breach the law regarding alcoholic beverages, drugs, gambling, theft and other infractions that may be carried out.

4. **Possession of Dangerous Items**

Students may not use or carry prohibited and/or dangerous articles/weapons whilst training unless under the direct supervision of an educator.

5. **Disruptive Behaviour**

The appropriate authority will be called to deal with students who:

- *Obstruct or disrupt any official meeting, ceremony or other activity*
- *Refuse to leave a property after being reasonably requested to do so*
- *Assault or attempt to assault any person whilst training*

A formal discipline / warning system exists, and continued disruptive behaviour may result in students being expelled.

6. **Attendance**

Students are required to attend all classes. If students will be absent, they are required to inform the administration office by telephone. If the reason for absence is sickness, a medical certificate must be provided in excess of two days.

7. **Phone Calls**

Students are not to receive phone calls during training hours. Important messages are to be left at reception. ***Mobile phones and pagers must be turned off before training commences.***