



# STUDENT HANDBOOK

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#### **Revision and Amendment Register**

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10 <sup>th</sup> June 14	All	All	New Manual	A
7 <sup>th</sup> Oct 15	All	All	Standards Update	B
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1 <sup>st</sup> Jan 2019	All	All	QA Review for 2019	E
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This document forms part of the following course and documentation: Pre-

Course Handbook  
Student Assessment Manual  
Enrolment Questionnaire  
RTO Standard Policies and Procedures

## 1. INTRODUCTION

This Student Handbook is designed to provide you with information about the services provided by Core HS and our approach to providing you a safe, fair and supported environment to participate in training and assessment. This handbook does not provide you with specific information about a particular course offered by Core HS. This information is contained in the Course Brochure or on our website which is supplied separately.

## 2. ABOUT CORE HS

Core HS is an RTO providing high-quality training in the areas of health and wellbeing with a particular focus on injury prevention management. We also provide bespoke training, workshops and general health consultancy support services. We work with a wide range of organisations in Australia. Core HS uses a team of highly experienced, and qualified Trainers who have a wide range of current skills in the of working in the health and wellbeing field.

## 3. OUR MISSION

Core HS mission is to deliver quality training assessment that specifically meets the needs of learners and clients and enhances the health and wellbeing of their employees and the wider community.

## 4. OUR OBJECTIVES

In recognition of this mission, our objectives are:

### People

We strive to attract, recruit and retain talented, competent and committed trainers. We promote excellent performance through leadership and professional development.

### Safety & Equality

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

### Integrity & 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 Focused

We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment 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.

## 5. FINDING US

We are located at:

53 Burswood Road, BURSWOOD WA 6100

T: 08 9221 2800

E: [info@corehs.com.au](mailto:info@corehs.com.au)

## 6. PUBLIC TRANSPORT

We operate from Burswood in WA and at client premises, including remote sites. If attending a course with us you will be notified prior to the course its location and starting and finishing times. You will need to organise your own means of transportation and parking.

## 7. FOOD OPTIONS

If required the courses are held in central locations near food venues or the client organises catering.

## 8. OUR TRAINERS

Our Trainer Assessors are qualified, dedicated professionals who have current industry experience and qualifications in a range of industries. Their industry experience is continually up to date by participating in professional development activities, therefore giving our students the best practical industry experience.

At Core HS we deliver a nationally accredited qualification via training face-to-face and in the workplace. When you study with Core HS, your Trainer Assessor will be always there to assist you throughout your course. You can either attend a classroom training environment, or receive visits and even phone or email your Trainer Assessor for advice which means you get the support you need when you need it.

Core HS trainers are all professionally qualified trainers and have personal industry and job role experience. Our trainers deliver their training in a practical and engaging way using the latest teaching methods.

## 9. OUR EXPECTATION OF YOU

Core HS expects you:

- To contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious belief.
- To comply with the rules and regulations of Core HS.
- To be honest and respectful, which includes not falsifying work or information and not conducting yourself in any way that may cause injury or offence to others?
- To be responsible for your own learning and development by participating actively and positively and by ensuring that you maintain progress with learning modules.
- To monitor your own progress by ensuring that assessment deadlines are observed.

- To utilise facilities and Core HS publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons.
- To respect other students and Core HS staff members and their right to privacy and confidentiality.

## 10. YOUR SAFETY

Core HS is committed to providing you a safe environment in which to participate in training and assessment. We are aware under the Work Health and Safety Act 2011 of our responsibilities to maintain a safe environment.

The following guidelines are provided as a basis for safe practice in the training environment:

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;
- Be responsible for your own actions;
- No smoking at the training and assessment facilities or offices;
- Report all potential hazards, accidents and near misses to the RTO staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area; and
- Observe hygiene standards particularly in eating and bathroom areas.

### 10.1 Electrical equipment

- Electrical equipment that is not working should be reported to Core HS staff.
- Electrical work should only be performed by appropriately licensed or trained personnel. Students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

### 10.2 Fire safety

- Core HS will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event; and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users will consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any sessions on fire safety procedures and the use of fire safety devices.

### 10.3 First aid

- Provision for first aid facilities are available where training is delivered.
- All accidents must be reported to staff.
- The accident and any aid administered must be recorded by staff involved, in the injury register.

### 10.4 Lifting

- Students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by Core HS unless they do so voluntarily and taking all responsibility for any injury caused.

- Never attempt to lift anything that is beyond your capacity. Always bend the knees and keep the back straight when picking up items.
- If you have experienced back problems in the past do not attempt to lift heavy objects at all. Ask someone else to do it for you.

#### 10.5 Work & study areas

- Always ensure that all work areas are clean and clear of clutter so as to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that bench spaces are left clean and tidy.
- Do not sit or climb on any desks or tables.

## 11. YOUR EQUITY

Core HS is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All Core HS staff members (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances. In the event that discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member who breaches this policy. Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from Core HS staff members and we apply complaint handling procedures advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Students who feel that they have been discriminated against or harassed should report this information to a staff member of Core HS that they feel they can trust. This will initiate a complaints handling procedure which will be fair and transparent and will protect your rights as a complainant. Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to Core HS, they are advised to contact the HREOC Complaints Info-line on 1300 656 419.

## 12. YOUR PRIVACY

Core HS takes the privacy of students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and Australian Privacy Principles (effective from 12<sup>th</sup> March 2014).

Here's what you need to know:

- Core HS will retain personal information about you relating to your enrolment with us. This includes your personal details, your ethnicity and individual needs, your education background. We will also retain records of your training activity and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.
- Your personal information is retained within our hard copy filing system and our computer systems. Your information is collected via the enrolment form and through your completion of administrative related forms and based on your training outcomes. Hard copy files are secured in lockable filing cabinets which are monitored throughout the day and secured in the evening. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up continuously to our server which is secure.
- Core HS is required by the National Vocational Education and Training Regulator Act 2011 to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.

- In some cases, we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority. In all other cases, Core HS will seek the written permission of the student for such disclosure. Core HS will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by persons such as your parents, you need to authorise this access otherwise this access will be denied.
- You have the right to access information that Core HS is retaining that relates to you. Further instructions are provided on how to access records within the section titled “Access to your records”.

If you have concerns about how Core HS is managing your personal information, we encourage you to inform our staff and discuss your concerns. You are also encouraged to make a complaint directly to us using our internal complaint handling arrangements outlined in this handbook. Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint at the website of the OAIC located at: <http://www.oaic.gov.au/privacy/privacy-complaints>.

## 13. FEES AND REFUNDS

Core HS is entitled to charge fees for items or services provided to students undertaking a course of study. These charges are generally for items such as course materials or text books, student services and training and assessment services.

### 13.1 Fees payable

Where your employer is funding a course with Core HS payment will be obtained from your Employer coordinator. Where fees are payable by you as an individual fee are payable when a student has received a confirmation of enrolment. The initial fee payment must be paid prior to commencing training or within 14 days of receiving an invoice from Core HS. Core HS may discontinue training if fees are not paid as required. For a full list of current fees and charges please request a copy of Core HS schedule of fees and charges.

### 13.2 Student cancellation

Students who cancel their enrolment part way through a training program must notify Core HS in writing via email or letter at the soonest opportunity. Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees. Students are advised to consider alternative options such as requesting to suspend their enrolment and re-commencing in another scheduled training program.

### 13.3 Replacement of text & training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. For a full list of replacement charges please refer to Core HS schedule of fees and charges.

### 13.4 Refunds

Students who cancel their enrolment after online enrolment, or notification from their employer that they will be attending, prior to 28 days before the commencement of a training program will be liable for 25% of the full fee. Any cancellations of attendance made between 28 – 14 days prior to course commencement the student will be liable for 50% of the full fee. Any cancellations of attendance made within 14 days prior to course commencement the student will be liable for 100% of the full fee. The amount retained by

Core HS 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.

Students who cancel their enrolment after a training program has commenced, or do not attend with no cancellation prior to the start date, will not be entitled to a refund of fees.

Where a student has purchased a text or training workbooks and subsequently cancels, Core HS will not refund monies for the text.

### 13.5 **Payment method**

Core HS accepts payment for fees using:

- Credit Card
- Electronic Funds Transfer (account details available on request)
- Cheque (made payable to Core HS)
- Payment in cash is discouraged.

### 13.6 **Substitutions**

Requests for substitutions are to be made in writing and can be made at any time up to 7 working days before the program commencement date.

### 13.7 **Transfers**

Requests for transfers to alternate programs can be arranged if Core HS is advised in writing more than 7 working days prior to the program commencement date and there is availability on the selected program. One transfer will be accepted without charge where Core HS has been notified in writing at least 7 working days prior to the scheduled commencement date. All subsequent transfers will attract an administration charge of \$55.00 (incl. GST).

### 13.8 **Our Guarantee to Clients**

If for any reason Core HS is unable to fulfil its service agreement with a student, Core HS must issue a full refund for any services not provided. The basis for determining "services not provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is terminated.

## 14. **ACCESS TO YOUR RECORDS**

You are entitled to have access to your student file and learning and assessment records on request. You may require these to monitor your progress with training or simply to go back and confirm something in a previous training module. Whilst these records will be retained by Core HS, you are welcome to have access anytime just ask your trainer and it will be organised immediately.

You can access hard copy records and reports from our student management system, but only relating to you personally. You can request this access using the Student Records Request Form. Access to requested records during a work day will be arranged as soon as possible and definitely within 48 hours. Students should note that these records cannot be taken away unless a copy is requested. Where photocopies are requested, Core HS reserves the right to charge a one-off photocopy fee of \$10.00. There is no cost to simply view records at our office.

## 15. CONTINUOUS IMPROVEMENT

Core HS is committed to the continuous improvement of our training and assessment services, student services and management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

### 15.1 Suggesting improvements

The primary method of reporting opportunities for improvement by students is via the continuous improvement reporting procedure. This procedure allows any person to raise a Continuous Improvement Report for consideration by the Continuous Improvement Committee. Often these reports will be generated after an opportunity for improvement has been identified by a staff member or student. The Continuous Improvement Report template is available on request. Students are encouraged to provide feedback to Core HS so we can improve our services in the future.

### 15.2 Learner satisfaction survey

At the completion of your training program, you will be issued with a Learner Satisfaction Survey. This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognised training. Your completion and return of this survey is important to Core HS for our ongoing improvement of services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

## 16. ASSESSMENT

At Core HS assessment is conducted using a combination of Face to Face, Written Knowledge Assessment, Research Tasks, Case Studies, Work Log Book, Supervisor Feedback and Workplace Observation.

The following provides a brief explanation of the primary assessment methods:

#### Written Knowledge Assessment:

The student is required to provide a written response to a range of questions relating to required knowledge of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.

#### Research Tasks:

The student is required to undertake research within their own workplace and the available reference material and provide a written response to each question. These assessment activities are usually short to medium answer response activities. The responses provided by the student will largely be specific to their workplace.

#### Case Study Response:

The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.

#### Workplace Log book:

The student is required to record details of their work activity completed during the work placement. These details are recorded against specified tasks which are predesigned for the student to complete. This forms an

important part of the assessment evidence as it often includes critical evidence that is otherwise difficult for the assessor to observe.

#### **Supervisor Feedback:**

The assessor will periodically engage with workplace supervisors to seek their feedback about the student's performance. This is undertaken as an interview with a duration of approximately 15 to 20 minutes. This interview can be undertaken over the phone or face to face. Feedback from a supervisor is recorded into the assessment record.

#### **Workplace Observation:**

The student will be observed performing specific tasks in their day-to-day work activities. The assessor will attend the workplace and observe the student performing tasks relevant to the units of competency being assessed. The student will be briefed on these observation activities in events and is required to make arrangements to undertake these activities when the assessor is in attendance at the workplace.

## **17. RE-ASSESSMENT**

Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of Core HS to provide three opportunities for additional training and re-assessment at no additional cost to the student or employer. Students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

Students requiring additional learning support are to be brought to the attention of Core HS management so the progress of the student can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be determined through mutual agreement.

## **18. LANGUAGE, LITERACY & NUMERACY SKILLS**

Language, literacy and numeracy skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as measuring, weighing and comprehending written work instructions.

To support this approach Core HS 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 and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to students about the details of the language, literacy and numeracy assistance available. Core HS generally recommend the LLN training courses provided by TAFE WA. These institutes have specialist teachers to support the student's development.
- Refer students to external language, literacy and numeracy support services that are beyond the support available within Core HS and where this level of support is assessed as necessary; and

- Negotiate an extension of time to complete training programs if necessary.

## 19. MAKING COMPLAINTS & APPEALS

Core HS is committed to providing a fair and transparent complaints and appeals process that includes access to an independent external body if necessary.

### 19.1 What is a complaint?

A complaint is negative feedback about services or staff which has not been resolved locally. A complaint may be received by Core HS in any form and does not need to be formally documented 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.

### 19.2 What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during training and/or assessment. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be submitted to Core HS within 28 days of the student being informed of the assessment decision or finding.

### 19.3 Early resolution of complaints & 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, as they occur between the persons involved, where possible. Sometimes, it will not be possible and in these cases, you are encouraged to come forward and inform us of your concerns with the confidence that you will be treated fairly.

### 19.4 Complaint and appeals handling

Core HS applies the following principles to its complaints and appeals handling:

- A written record of all complaints and appeals is to be kept by Core HS 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 minimal or 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 / 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.
- Core HS 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 or otherwise shall be implemented immediately.
- Complaints and appeals are to be handled in the strictest of confidence. No Core HS representative is to disclose information to any person without the permission of Core HS Chief Executive Officer. Decisions to release information to third parties are only to be done after the complainant or person lodging the appeal has given permission for this to occur.
- Complaints and appeals are to be considered on the basis of procedural fairness and lead to opportunities for improvement as a Continuous Improvement Report.

### 19.5 Review by external agency

- Where the complainant or person lodging an appeal is not satisfied with the handling of the matter by Core HS, they are to have the opportunity for a body that is independent of Core HS to review his or her complaint or appeal following the internal completion of complaint or appeals process.
- Students who are not satisfied with the process applied by Core HS may refer their grievance to the following external agencies.
- **Unresolved complaints** may be referred to the Australian Skills Quality Authority - ASQA Online Complaint Form [click here](#). Students are to be advised that ASQA will require the student to have exhausted all avenues through Core HS internal complaints handling procedure before taking this option.
- **Unresolved Appeals** in relation to consumer related issues may be referred to the Office of Fair Trading.

## 20. RECOGNITION OF YOUR EXISTING SKILLS & KNOWLEDGE

In accordance with the requirements of the Standards for NVR Registered Training Organisations, Core HS provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled.

### 20.1 What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge that 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 structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment.

### 20.2 Recognition guidelines

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

- 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 a qualification which are not included in Core HS 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.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competence.

### 20.3 Forms of evidence for recognition

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient on their own. When combined together, with a number of evidence items, the candidate will start to provide a strong case for competence. Core HS 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.

#### 20.4 What is national recognition?

National recognition is the recognition of learning achieved through formal education and training. Under the Standards for NVR Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. National recognition allows a student to be awarded a unit of competency/module based on successful completion of the unit which has been previously awarded.

#### 20.5 Evidence requirements

If you are seeking national recognition you are required to present your statement of attainment or qualification for examination to Core HS. These documents will provide the detail of what units of competence you have been previously issued. You must provide satisfactory evidence that the statement of attainment or qualification is authentic, is yours 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. You are required to submit copies only which are certified as a true copy of the original.

#### 20.6 National recognition guidelines

The following guidelines are to be followed in relation to national recognition:

- Any student is entitled to apply for national recognition in a course or qualification in which they are currently enrolled.
- Students may not apply for national recognition for units of competence or qualification which are not included in Core HS scope of registration.
- Whilst students may apply for national 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.
- The student does not incur any fees for national recognition and Core HS does not receive any funding when national recognition is granted.

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

## 21. LEGISLATIVE AND REGULATORY RESPONSIBILITIES

Core HS is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that Core HS has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with Core HS.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at [www.australia.gov.au/state-legislation](http://www.australia.gov.au/state-legislation) (State) and [www.comlaw.gov.au](http://www.comlaw.gov.au) (Federal).

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

### **Work Health and Safety Act 2011**

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WHS Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from particular types of substances or plant.

The WHS Act covers workers by providing a nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience students, volunteers and employers who perform work.

The WHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

### **Privacy Act 1988**

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12<sup>th</sup> March 2014. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section within this handbook that relates to privacy protection. It provides you with information about:

- the kinds of personal information that the entity collects and holds;
- how the entity collects and holds personal information;
- the purposes for which the entity collects, holds, uses and discloses personal information;

- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

### **Disability Discrimination Act 1992**

#### Sect 5 - Disability Discrimination

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

### **Sex Discrimination Act 1984**

Objects The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- to promote recognition and acceptance within the community of the principle of the equality of men and women.

### **Age Discrimination Act 2004**

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- to respond to demographic change by:
  - removing barriers to older people participating in society, particularly in the workforce; and
  - changing negative stereotypes about older people.

### **Racial Discrimination Act 1975**

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

### **Copyright Act 1968**

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (e.g. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

### **Fair Work Act 2009**

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations;

Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards and national minimum wage orders;

Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms.

### **National Vocational Education and Training Regulator Act 2011**

This legislation provides that basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator who are the registration authority for RTOs. A core component of this legislation is that it defines the condition for the registration of an RTO which include:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying National VET Regulator of important changes
- cooperating with National VET Regulator
- compliance with directions given by the National VET Regulator