PCD

Student Handbook

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Welcome

Welcome to **PCD Training's** *Student Handbook*.

This book has been provided to outline both your obligations during your time studying with us and our obligations while you are one of our students.

But before we get into the serious stuff I would like to take the opportunity to give you some advice on how to study.

Studying by distance using printed learning materials or online

Studying or training by distance using printed or online learning materials is very different to studying or training in the controlled environment of a classroom or in the workplace. You are on your own with nobody but yourself to determine when and where and how you do it.

There are a number of things then that you should be made aware of.

How to begin your study

The first thing you need to consider is do I study one unit at a time or do I tackle more than one at a time. I don't mean do I enrol in one or more unit at a time, I am talking about actually working on the study of one or more at any time.

My preference is to have two units underway at any one time. There are several good reasons for this:

1. It can get very boring reading about the same topic day after day.
2. If you get frustrated with one you can move over to the other and you will usually find it will have a fresher feeling about it.
3. If you get stuck on an assessment task, rather than beat yourself against the so called brick wall, move over onto the other unit for a few days and you will often find that a solution will come to you when you can take your mind off the problem. Your subconscious mind will often find the thing or things you need. Or the break will clear your mind this should allow you a fresh look at the problem.
4. When you submit and assessment it is best to work on the other unit until the marked assessment is returned to you. The feedback that comes back may sometimes aid you with the next assessment in that unit.

The next thing to establish is when and where you will study.

Discipline is the key to studying by distance. Without good discipline as outline next, and the cooperation of the others in your household and maybe at work, you may find it very difficult to complete your study within the timeframes allocated.

It is a good idea to allocate set times every week for study, research and external visitations if needed. For instance, allocate 3 hours on Tuesday and Thursday nights from 7pm to 10pm and also Saturday afternoon and evening mainly for study and writing assessments.

The other thing is to set aside a specific place to study. It should be in a place that is not easily disturbed. The kitchen table is not really a good place for this unless the other members of your household agree not to come and go while you are studying or to watch TV nearby or have loud music playing or create other disturbances.

How much time to allocate

There is no definitive answer to this. It is something that you will need to establish over time. However, as a guide, allocate a minimum of 10 hours per unit per week. This is usually about the maximum time a normal person can devote to study while holding down a fulltime job and raising a family of school aged children, though a lot of the stuff for the kids will have be done by your partner with that amount of study time.

For a person in a relationship, with or without children, the amount of time you can devote to your study will depend largely on how much help your partner is willing to give you in maintaining the normal running of your household. This is not to say that you need to become a hermit. Far from it, you do need to allocate time for family, friends, entertainment, etc. However, you need to prioritise your study time or else it will just slip away and before you know it your enrolment will lapse.

One of the best aids I had in my study was a timetable. This showed the duration of each unit and milestones of when I was going to submit each assessment. I would recommend putting this in a place you will see it every day. For instance, on the door of the refrigerator is a good spot, or the mirror in the bathroom, though you might want to seal it in a plastic bag so moisture wont' interfere. And use colour to identify the milestones. I used red. Highlighters are good too.

Another important thing is to have a break about every three months or so. Try to arrange this between completing units and beginning the next lot. Give yourself a one or better still a two-week break after the first and third quarter and from two to three weeks at least after six months. Definitely have around four weeks if not six weeks off after a year of studying. That is unless you are one of the people who just love to study all the time. You will find that after a break the study should be not so trying or tiring.

Don't study for more than about 1½ to 2 hours maximum in one continuous go. If you have allocated three hours take a short ten minute break for a drink and something to eat after the first hour and a half. If studying all day, like I did on Sundays make sure you have around half an hour for morning and afternoon tea breaks and stop for about an hour for lunch and dinner. And spend it with your partner or family or house mates if at all possible.

Studying is hard work and burns energy, mainly mental energy. Breaks are a necessary must when you are studying, and your body need refreshment.

The other important thing is to get lots of sleep. Studying when tired is next to useless.

Guarantee to fulfil RTO obligations

PCD Training will guarantee to learners who enrol in selected unit/s:

- Access to the relevant learning content for the unit/s, which will be contained in either a Learning Guide, if the learner has selected the distance option, or available online through online delivery system.
- Access to phone, email and, where required, face to face support for the relevant unit/s.
- Access to participate in online tutorials, such as webinars.
- Access to further support materials, such as FAQ's, which will be available on PCD Training's website.

To summarise, PCD Training guarantees that each learner will have every support offered and every opportunity to complete the relevant training and/or assessment. In the extreme unlikely event that we cannot provide this guarantee, alternative options (such as completing through alternative RTO's) will be offered to the learner.

Enrolment and payment options

Programs based entirely on online learning resources

To enrol go to *Courses* at *www.PCDtraining.edu.au* and click on the *Enrol* button in the program of your choice. Cost of each unit in this program is shown in the table near the beginning of the online program information in the *Courses* section of the PCD Training Web Site (*www.PCDtraining.edu.au*).

You can pay your fees by bank transfer, debit card or credit card*. Your enrolment will not be complete until the fees are cleared in our bank account. (*surcharge may apply).

To enrol you will also need a USI or Unique Student Identifier.

What is the Unique Student Identifier (USI)?

The USI is a National Government initiative for all students from 1st January 2015. Your USI account will contain all of your nationally recognised training records and results completed from 1st January 2015 onwards. This will assist when you are commencing employment with a new employer or if you are commencing study with a new training organisation.

Every student from January 1 2015 is required to have a USI before we can issue their certificate. The introduction of the USI is a joint initiative between the Australian and State and Territory Governments. It is supported by the Student Identifiers Bill 2014.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5. Your USI account will contain all your nationally recognised training records and results from January 1 2015 onwards. However, it is only updated once a year after the training providers submit details of all student's nationally recognised training in March of every year.

Why do I need a USI
Under the legislation, training organisations can only issue certification when they have received your USI. If you are undertaking nationally recognised training, you will need to have a USI from January 1 2015. This includes anybody:

- studying at TAFE
- studying with a private training organisation
- completing an apprenticeship or skill set
- certificate or diploma course
- completing nationally recognised training in a state or private high school
- continuing with nationally recognised training that was started but not completed prior to January 1 2015.

How to get your USI

It's free and easy for you to create your own USI online, just visit the USI website at: www.usi.gov.au.

You will need to have at least one and preferably two forms of ID ready from the list below:

- An Australian state Driver's Licence
- Australian Passport
- Birth Certificate (Australian)
- Medicare Card
- Visa (with Non-Australian Passport for international students)
- Certificate of Registration By Descent
- Citizenship Certificate
- Immi Card

Just follow the steps to complete your USI application, it should only take a few minutes. Your USI will be displayed on the screen for you immediately and you will also be sent a copy by either email, SMS, or via the post.

Enrolment duration

The enrolment duration for a unit of competency is six (6) months.

Should you choose to enrol in more than one unit at the same time then you must complete all of the units within the 6 months enrolment period or you will have to re-enrol in those units not completed with a competent result.

PLEASE NOTE:

- **to receive the program award you must successfully complete all the core units PLUS the required number of elective units, if appropriate, as specified on the program brochure**
- **you will have to re-enrol in any units you do not successfully complete if you wish to complete the program**
- **your enrolment will expire in ANY units you do not complete within the original six (6) month enrolment period**
- **you must re-enrol in any uncompleted units or units you do not successfully complete if you wish to complete the program**

Re-enrolment

The re-enrolment fee is the full per unit enrolment fee. The enrolment duration will again be for **6 months for re-enrolments.**

Why have a set duration for enrolment?

There are many reasons for this. However, the most important reason from your perspective is that all activities in a workplace have a time frame involved.

Even if it something is done every day **it is always time sensitive**.
In other words, **all work activities** are required to be completed within some time frame.
If work activities are not completed within acceptable time frames then there is often some form of consequence, usually in the form of a bad performance review which can result in lower promotional prospects or even no pay increase.

By stipulating an enrolment duration we are training you unconsciously to perform tasks within a time frame.

Assessment

At PCD Training we recognise that assessment is a core service offered to our students (clients) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that your skills and knowledge are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competence drawn from industry Training Packages or State accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.

Principles of assessment

In the delivery of assessment services, PCD Training applies the principles of assessment. Assessment strategies have been designed to ensure:

- **Validity**. We conduct assessment against the broad range of skills and knowledge identified within each unit of competence and which is integrated with their practical application.
- **Reliability**. We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for you and for the assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors.
- **Flexibility**. We strive to provide assessment opportunities that reflect your needs. Our chosen assessment strategies provide for recognition of your current competence, employ

a range of methods appropriate to the context of the industry, the competency and yourself.

- **Fairness**. Our assessment approach encourages fairness in assessment through consideration of your needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with you to ensure that you are fully informed about, understand and are able to participate in, the assessment process, and agree that the process is appropriate.

Benchmarks for assessment

PCD Training uses units of competence drawn from nationally endorsed industry Training Packages as our primary benchmark for assessment. Supporting this are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

In order to identify the precise assessment criteria, we apply 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. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package.

Engagement with industry

PCD Training is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competence will be incorporated to ensure you are well prepared for their workplace duties.

Collecting evidence that counts – the rules of evidence

In collecting evidence, PCD Training applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- **Sufficiency**. We prioritise the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that you can be demonstrate competency repeatedly.
- **Validity**. We collect evidence that is specified in the benchmarks for assessment. PCD Training places significant emphasis on direct evidence that is gathered in a workplace through observation and compilation of a portfolio of work outcomes. Where this is impractical due to geographic distance, other forms of evidence are used such as industry evidence and detailed assessment of underpinning knowledge.
- **Authenticity**. We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is your own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge (triangulation). In all instances, where work is submitted external to PCD Training (i.e.; electronically, distance

assignments, online) this is to include a signed statement by you that certifies that the work is your own work.

- **Currency**. We must be satisfied that you currently hold the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where you have been in the workplace for many years and are seeking recognition of skills and knowledge obtained through workplace experience or previous training. We will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

Assessment context

PCD Training recognises the importance of establishing the right context for you during your assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop or a simulated environment. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that you are provided with the right context to undertake your assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of your own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in your workplace or one that simulated an industry standard workplace performing real workplace tasks.
- 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.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require you to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within PCD Training facilities.

Recognition of prior learning

PCD Training will provide you with the opportunity to seek recognition of your prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in the next section of this guide entitled RPL.

Credit transfer

PCD Training will recognise and award credit for candidates presenting with current competence. Where you are seeking credit for a unit of competence that is on our scope of registration and you can provide satisfactory evidence, such as Justice of the Peace (JP) certified copy of a Transcript of Competencies Achieved from a Registered Training Organisation (RTO) that the unit has been previously awarded to you, credit will be awarded. Further information can be found in the next section of this guide entitled Credit Transfer.

Competence of assessors

In accordance with the Standards for NVR Registered Training Organisations, assessors are required to hold the minimum competencies for assessment as outlined by the National Quality Council and the vocational competencies at least to the level being assessed. PCD Training has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Standards for NVR Registered Training Organisations.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. PCD Training will facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies.

Assessment tools

Assessment tools are the media (electronic or hard copy) used to gather evidence about your competence. We have developed assessment tools which support the assessment of applicable units of competence in accordance with the requirements of industry Training Packages.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist;
- Simulation exercises or role-plays;
- Project outlines and explanation sheets;
- Workplace templates;
- Written questionnaires;
- Verbal questionnaires;
- Portfolios, for example collections of work samples by the you;
- Product with supporting documentation or journal/log book;
- Workplace samples/products; and
- Industry/workplace evidence reports.

This list of assessment tools identifies only a small number of assessment tools which are in use in the VET sector today. These are however the more common tools and support holistic assessment methods favoured by PCD Training.

Assessment information

Assessment information is the information provided to both you 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 you during assessment.

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 your 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. Scenario information used to support assessment at a Diploma level, for example, will be relatively deep and complex to allow you to exercise your analytical skills and produce viable workplace products and 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 you, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

Collecting industry evidence

At PCD Training we place a high value on the assessment evidence that is gathered by your supervisor or employer in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by an assessor.

Re-assessment

It is inevitable that some students will not meet the requirements of the assessment evidence and will be judged as not-yet-competent. At PCD Training, our approach to these situations is the work with those students in order to address deficiencies and to build their skill and knowledge in preparation for additional assessment. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between those students and the assessor.

In some rare circumstances, students may find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled training plan. When this occurs, arrangements may be agreed to that allows those students to undertake additional learning in their own time and return for additional assessment at a suitable time for PCD Training. This may be during a period of reduced training activity or at a time when planned assessments are occurring and it is convenient to facilitate the additional assessment of the student.
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 the following section.

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

Number of re-assessment attempts

For our distance and on-line programs, where available, you will be permitted two (2) attempts at re-assessment, that is, three (3) assessment attempts in total, the initial assessment and two re-assessments.

For our face-to-face and workshop programs, where available, you will be permitted one (1) attempt at re-assessment, that is, two (2) assessment attempts in total, the initial assessment and one re-assessment.

If you are still found to be not-yet-competent after all re-assessment attempts are completed your enrolment will be finalised and a result of NYC (not-yet-competent) will be recorded and you will be issued with their statement of attainment with that result. If you still wish establish your competency you will have to re-enrol.

Recognition of Prior Learning (RPL)

PCD Training provides the opportunity for you to apply to have prior learning recognised toward a qualification or units of competence for which you are enrolled.

RPL generally takes two forms: RPL of prior learning, which is the focus of this policy, and credit transfer which is dealt with in the Credit Transfer section. For the purposes of this policy, RPL of prior learning will be referred to simply as RPL.

What is RPL?

RPL involves the assessment of previously unrecognised skills and knowledge you may have acquired outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a unit of competence. Most importantly, it should be noted that RPL is just another form of assessment.

RPL guidelines

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

- You are entitled to apply for RPL in a course or qualification in which you are currently enrolled.
- You cannot apply for RPL for units of competence or qualification which are not included in PCD Training's brochures.
- Whilst you may apply for RPL at any time, you are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide you down a more efficient path to competence.
- Should you be currently enrolled in a training program you are still eligible to apply for RPL in that program at no additional charge.
- Assessment via RPL apply the principles of assessment and the rules of evidence.
- RPL may only be awarded for whole units of competence.

Forms of evidence

RPL 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.

In evaluating assessment evidence, PCD Training applies the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, RPL 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 you of the skills and knowledge that you have previously learnt through work, study, life and other experiences, and that you are currently using. It also includes evidence to confirm your ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence that you may use in RPL may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports/references 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 evidence on their own. When combined together with a number of evidence items, you will start to provide a strong case for competence. PCD Training reserves the right to require you to undertake practical assessment activities of skills and knowledge in order to satisfy itself of your current competence.

Appealing RPL outcomes

If you are not satisfied with the outcomes of a RPL application, you may appeal the outcome like other assessment decisions. Further information on the appeals process is available in the Appeals section.

Credit Transfer

PCD Training acknowledges the requirement as a Registered Training Organisation (RTO) 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.

What is credit transfer?

Credit transfer 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.

Credit transfer allows you to be awarded a unit of competency based on successful completion of the unit which has been previously awarded.

When unit codes and titles are different

If you are seeking credit transfer for a unit of competence which has a different title or code, then it is necessary for us to establish the equivalence between the unit held and the unit being sought.

In many cases this information can be found in mapping guide published in the relevant Training Package (usually volume one or on the ISC website). Our administrative staff will obtain this information and validate claims of equivalence.

As a general guide, if there is no such mapping available then we are not obliged to recognise the unit through credit transfer. In these circumstances, you will be referred for recognition (RPL) in accordance with our Recognition policies and procedures.

Evidence requirements

You will be required to present your original statement of attainment or qualification or a Justice of the Peace certified copy for examination by PCD Training. These documents will provide the detail of what units of competence the applicant has been previously issued.

You must provide satisfactory evidence that the statement of attainment or qualification 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, First Edition, 2011.

PCD Training will keep a scanned copy of the statement of attainment for our records and will contact the issuing RTO for verification.

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.
- We will not credit transfer for units of competence or qualifications which are not included in our scope of registration.
- You may apply for credit transfer at any time, you are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide you down a more efficient path to competence.
- You will not incur any fees for credit transfer and we do not receive any funding when credit transfer is granted.
- 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 you will be advised to seek recognition.
- You may not enrol only for credit transfer.
- You cannot credit transfer a whole qualification.
- Your enrolment must include at least one other unit of competence from the same qualification or skill set for which you are participating in training or is seeking recognition (RPL).

Fees and Refunds

All refunds at the request of the student will incur an administrative charge of $100-00 to cover processing costs of the original enrolment and the refund.

Fees

The fees for all training programs are detailed in the appropriate brochure which may be obtained in the following ways:

- On the PCD Training web site (www.pcdtraing.edu.au); or
- Send an email to info@pcdtraining.edu.au
- Phone 1300 797 123

Refund of fees for distance enrolments

The following refund policy will apply:

- Refunds for fees will only be considered within the first 5 weeks of your start of study and only if no assessments have been lodged.
- Where assessments have been lodged a partial refund will only be considered for those units where there is extenuating or significant personal circumstance and must be approved by the Chief Executive Officer.
- Where you have received or purchased a text or training workbook and subsequently cancel your enrolment, PCD Training will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition. For a full list of material costs please contact PCD Training.

Refund of fees for face-to-face programs

The following refund policy will apply to face-to-face workshop/training programs:

- Students who give notice to cancel their enrolment more than 3 days prior to the commencement of a program will be entitled to a full refund of deposit/fees paid.
- Students who give notice to cancel their enrolment less than 3 days prior to the commencement of a program will not be entitled to a refund of fees paid.
- Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees.

Refund for extenuating or significant personal circumstance

Discretion may be exercised by the Chief Executive Officer in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the student may be offered a full credit toward the tuition fee in another scheduled program in-lue of a refund. Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require it.

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. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

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

Replacement of Certificate

If you require replacement of an issued certificate or statement of completion, a student must obtain, complete all details and forward a certified PCD Training, 'Request for re Issue of Certificate' and the non-refundable re-issue fee of $50-00.

Upon receipt of this request and the fee, the student's records will be verified and a recommendation to re-issue the certificate will be passed on to the Chief Executive Officer for final approval.

If approval for the re-issuing of the certificate is granted, then the new certificate will be printed and posted to the student. If approval for the re-issuing of the certificate is not granted, the student will be notified in writing of the reason(s) why the re-issue was not approved.

Replacement of text and training workbooks

If you require replacement of issued text or training workbooks you will be liable for additional charges to cover the cost of replacement. For a full list of replacement charges please contact PCD Training.

Giving notice of enrolment cancelation

A student who wishes to cancel their enrolment must give notice in writing. This may be via email or letter. PCD Training staff who are approached with initial notice of cancelation are to ensure the student understands their rights with regards to the refunding of tuition fees. The student is also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled training program.

Students who give written notice to cancel their enrolment and who are eligible for a refund are to be provided with a Refund Request Form.

Student who may not be eligible but are requesting a refund should also be provided with the request form so the request can be properly considered by the Chief Executive Officer.

Keeping students informed

To ensure that students are well informed of the financial considerations of their enrolment, PCD Training undertakes to provide the following fee information to each student prior to enrolment:
- the total amount of all fees including course fees, administration fees, materials fees and any other charges;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;

- the nature of the guarantee given by PCD Training to complete the training and/or assessment once the student has commenced study in their chosen qualification or course;
- the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- the PCD Training refund policy.

Student complaints about fees or refunds

If you are unhappy with the PCD Training arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with the PCD Training complaints policy.

Language, Literacy and Numeracy

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. Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of employability skills such as communication and problem solving in the workplace highlight the need for underpinning language, literacy and numeracy skills. To support this approach we at PCD Training will:

- Help you to assess your language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;
- Support you 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 you with clear information about the detail of the language, literacy and numeracy assistance available;
- Refer you, should it be found necessary, to external language, literacy and numeracy support services that are beyond the support available within PCD Training; and
- Where considered necessary, provide you with an extension of time to complete training programs if necessary.

Language, Literacy and Numeracy Support Services

If you are having any difficulty reading this student guide or understanding what the text is saying then you can contact the Reading Writing Hotline on 1300 655 506. The Reading Writing Hotline can provide you with information on:

- Reading and Writing classes for adults in your local area
- Study by correspondence if you are unable to attend classes
- Teaching and learning resources for adults

- Commonwealth-funded English as a second language programs for migrants
- Commonwealth-funded programs for Centrelink clients
- Literacy in the workplace

For those people living in Queensland you can also contact Queensland Council for Adult Literacy or QCAL. QCAL is a voluntary non-profit organisation representing Adult Literacy in Queensland. QCAL promotes literacy as the key to effective life-long learning for all. QCAL seeks to establish and maintain opportunities for adult members of the community to improve their literacy and numeracy skills. The contact details for QCAL are:

- Telephone / Facsimile: (07) 3878 9944
- Email: info@qcal.org.au
- Postal Address: Queensland Council for Adult Literacy
  PO Box 301
  Red Hill Qld 4059

Assessing your language, literacy and numeracy skills

If you are in any doubt about your language, literacy and numeracy skills you can have them assessed impartially and independently. To assess your language, literacy and numeracy skills contact VETASSESS and arrange to take a test of your skills.

The VETASSESS Test has been established to help identify the literacy and numeracy competence of candidates wishing to apply for a course of study with registered training originations in Australia. The VETASSESS Test is aligned to the Australian Core Skills Framework (ACSF) which is the recognised standard for adult literacy and numeracy in Australia.

The contact details for VETASSESS are:

- Website: www.vetassess.com.au
- Telephone: (03) 9655 4801
- Postal Address: VETASSESS
  GPO Box 2752
  Melbourne Victoria 3001 Australia

Access to Records

At PCD Training we acknowledge that learners need access to their records in order to monitor their progress. We will facilitate student access to records at any time on request.

Monitoring student progress

Students will be provided regular feedback about their progress including gaps in performance and strategies that can be applied to improve the student's training experience.

The provision of student feedback will occur continuously between trainers, assessors and students.

Feedback will occur in several forms during and after your training. These include:

- Assessment feedback
- Statements of completion for individual units of competency
- Certificates of qualifications
- Academic transcription detailing all studies undertaken at PCD Training.

Requesting access to records

As a student you are entitled to have access to your academic record on request.

To facilitate this, students who request to access their records are to be provided with this access at the earliest opportunity.

You may view their record in the presence of a representative from PCD Training. However, your student file is not to be taken away from the PCD Training office. If you require copies of documents from your records, copies will be provided.

The record remains the property of PCD Training and is to be retained to comply with regulatory requirements.

Requests by students to access records will be dealt with quickly and in a friendly and professional manner.

Plagiarism and Cheating

PCD Training is committed to ensuring a great learning experience for you. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform you about the PCD Training standards of academic behaviour. You have a responsibility to maintain the highest standards of academic integrity in your work. You must not cheat in assessment and must ensure that they do not plagiarise.

What is plagiarism?

Plagiarism is the act of misrepresenting as your own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

Academic integrity

One of the core functions of PCD Training is to develop your ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect your considerations of the task or workplace requirement.

PCD Training acknowledges that to develop this ability, you will have to study the work of others via issued textbooks, learning material or through your own research. However, it is important that you acknowledge, through appropriate referencing, earlier work from which you have drawn information.

Referencing

Referencing demonstrates that you have read the issued material or have undertaken your own research in other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in your work not being accepted.

You should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledgement or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation.
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- A 'cut and paste' of statements from multiple sources;
- Presenting as independent, work done in collaboration with others;

- Copying or adapting another student's original work into a submitted assessment item.
- Copying or adapting a student's own work submitted in a previous essay or assessment.
- Alternatively, there will be instances when a student unintentionally fails to cite sources or to do so adequately.

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, you will be required to correct the error and resubmit an assignment.

How to reference

At PCD Training, you are to be encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of your work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples:
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, eg:

- To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, eg:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

Reference List

At the end of your work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication
- the publisher
- place of publication

Example

- Dwyer, J and Hopwood, N, 2010, Management Strategies and Skills, Sydney, McGraw Hill Australia

Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

- That John Howard was the Prime Minister of Australia (common fact of history)
- That humans need food and water for survival (common sense observation)
- That the "Bunyip" is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

Cheating

Cheating is defined as "a form of deceit with a view to gaining an advantage for the cheat." At PCD Training, cheating is usually related to taking unauthorised material into assessments. PCD Training Trainers have a responsibility to explain clearly expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

Cheating is also presenting another student's work as your own. Where this occurs both students will be subject to disciplinary action which may include being given a not yet competent result in that unit and excluded from further training whether they are enrolled or not.

Appeals

PCD Training is committed to providing a fair appeals process.

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 lodged within 28 days of the decision or finding is informed to the student.

Early resolution or complaints and 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 yourself and the trainer.

Appeals handling

PCD Training undertakes to apply the following principles to its appeals handling:

- A person lodging an appeal is to be provided an opportunity to formally present his or her case at no cost.
- Each person lodging an appeal may be accompanied and/or assisted by a support person at any relevant meeting.
- The handling of an appeal is to commence within 10 working days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.
- The person lodging an appeal is to be provided a written statement of the outcome, including details of the reasons for the outcome.
- The person lodging an appeal is to have the opportunity for a person or a body that is independent of PCD Training to review his or her appeal following the internal PCD Training appeals process if the person lodging an appeal so desires.
- PCD Training shall maintain the enrolment of the person lodging an appeal during the appeals process.
- Decisions or outcomes of the appeals process that find in the favour of the student shall be implemented immediately.
- Appeals are to be handled in the strictest of confidence. No PCD Training representative is to disclose information to any person without the permission of the PCD Training Chief Executive Officer. A decision to release information to third parties can only to be made after the person lodging an appeal has given permission for this to occur. This permission should be given using the Information Release Form.
- Appeals of assessment decisions are to be determined by an appropriately qualified (in assessment and the content) third party, not the original assessor, agreeable to yourself and PCD Training.

PCD Training considers that it would be extremely unlikely that appeals are not able to be resolved quickly within PCD Training is internal structures.

Complaints

We at PCD Training are committed to providing a fair complaints and appeals process.

What is a complaint?

A complaint is an issue about services or staff which has not been resolved. A complaint must be received by PCD Training in written form and must be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

Early resolution of complaints

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 yourself and the trainer. If you are

unhappy with the outcome you should then lodge a complaint personally or in writing with PCD Training and the following conditions shall apply.

Complaint handling

PCD Training undertakes to apply the following principles to its complaints handling:

- The person lodging a complaint is to be provided an opportunity to formally present his or her case at no cost.
- Each person lodging a complaint may be accompanied and/or assisted by a support person at any relevant meeting.
- The handling of a complaint is to commence within 10 working days of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable.
- The person lodging a complaint is to be provided a written statement of the outcome, including details of the reasons for the outcome.
- The person lodging a complaint is to have the opportunity for a person or a body that is independent of PCD Training to review his or her complaint following the internal PCD Training complaint process if the person lodging a complaint so desires.
- PCD Training shall maintain the enrolment of the person lodging a complaint during the complaint process.
- Decisions or outcomes of the complaint process that find in the favour of the student shall be implemented immediately.
- Complaints are to be handled in the strictest of confidence. PCD Training will not disclose information to any person without your written permission, and that of the PCD Training Chief Executive Officer. A decision to release information to third parties can only to be authorised using the Information Release Form.
- If you are not satisfied with the complete complaint handling by PCD Training 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 PCD Training before taking this option. Please refer to the Complaint Handling Procedure for more information.

PCD Training considers that it would be extremely unlikely that complaints are not able to be resolved quickly within PCD Training is internal structures.

Discrimination and Harassment

At PCD Training we are committed to ensuring that the training and assessment environment and our workplace are free from discrimination and harassment. All employees, contractors, clients and students are made aware that discrimination and harassment will not be tolerated under any circumstances. In the event that discrimination and harassment is found to have

occurred, action will be taken against any employee, contractor, client and student who breaches this policy. Suspected criminal behaviour will be reported to police authorities immediately.

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

- Create a training environment which is free from discrimination and harassment and where all employees, contractors, clients and students 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 Discrimination and Harassment Policy; and
- Promote appropriate standards of conduct at all times.

What is discrimination and harassment?

Under federal and state legislation, unlawful discrimination occurs when someone, or a group of people, are treated less favourably than another person or group because of their race, colour, national or ethnic origin; sex, pregnancy or marital status; age; disability; religion; sexual preference; trade union activity; or some other characteristic specified under anti-discrimination or human rights legislation.

Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin; sex; disability; sexual preference; or some other characteristic specified under anti-discrimination or human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating – environment.

Harassment can include behaviour such as:

- Telling insulting jokes about particular racial groups;
- Sending explicit or sexually suggestive emails;
- Displaying offensive or pornographic posters or screen savers;
- Making derogatory comments or taunts about someone's race or religion; or
- Asking intrusive questions about someone's personal life, including their sex life.

Discrimination and harassment occur when a person is discriminated against or harassed in the workplace because of:

- their race, colour, descent or national or ethnic origin, as defined under the Racial Discrimination Act 1975;
- their sex, marital status or pregnancy as defined under the Sex Discrimination Act 1984;

- a disability as defined under the Disability Discrimination Act 1992;
- age as defined under the Age Discrimination Act 2004; or
- some grounds under the Human Rights and Equal Opportunity Act 1986.

The nature of discrimination and harassment

Harassing or discriminating behaviour can range from serious to less serious levels; however one-off incidents can still constitute discrimination or harassment. Also, where continued, such behaviour can undermine the standard of conduct within a work area, which may erode the wellbeing of the individual or group being targeted and lead to lower overall staff performance.

The absence of complaints is not necessarily an indication that no discrimination or harassment is occurring. The person subjected to harassing or discriminating behaviour does not always complain. This is not necessarily because the act is trivial, but because the person may lack the confidence to speak up on their own behalf or feel too intimidated or embarrassed to complain.

Hostile training environment

PCD Training trainers should also be aware of their responsibilities to ensure that the training environment or workplace culture is not sexually or racially 'hostile'. Examples of a potentially hostile training environment are where pornographic materials are displayed and where crude conversations, innuendo or offensive jokes are part of the accepted culture.

A person has the right to complain about the effects of a sexually or racially hostile working environment, even if the conduct in question was not specifically targeted at them.

What is NOT discrimination or harassment?

Training environment discrimination or harassment must not be confused with legitimate comment and advice (including relevant negative comment or feedback) from supervisors, trainers and assessors on the training performance or skills and knowledge development of an individual or group.

The process of providing feedback to students during a formal training session, or counselling regarding their training performance, will not always be free of stress. Similarly, providing a student with feedback following an assessment also has the potential to be stressful. Supervisors, trainers and assessors should manage these processes with sensitivity, but they should not avoid their responsibility to provide full and frank feedback.

What is workplace bullying?

One definition of bullying is "the repeated less favourable treatment of a person by another or others, which may be considered unreasonable and inappropriate practice. It includes behaviour that intimidates, offends, degrades or humiliates".

Bullies usually utilise power attributed to their status, skills or position, and both men and women can be the targets and/or the perpetrators. Bullying can occur between trainers/assessors and students, or between students themselves.

Bullying behaviour can range from very obvious verbal or physical assault to very subtle psychological abuse. This behaviour may include:

- Physical or verbal abuse;
- Yelling, screaming or offensive language;
- Excluding or isolating employees;
- Psychological harassment;
- Intimidation;
- Assigning meaningless tasks unrelated to the job;
- Giving employees impossible jobs;
- Deliberately changed work rosters to inconvenience particular employees; or
- Undermining work performance by deliberately withholding information vital for effective work performance.

PCD Training will not tolerate bullying of any individual or group, be they a staff member, consultant or student.

Who is responsible?

It is important to note that everybody is responsible for maintaining a training environment that is free from discrimination and harassment. The following outlines the responsibilities of the management and employees (including contractors) of PCD Training.

The management team has a responsibility to:

- Ensure the Discrimination and Harassment Policy and associated procedures are introduced to all new students during their induction period;
- Ensure the Discrimination and Harassment Policy and associated procedures are made available to all employees and students and is actively communicated within PCD Training;
- Set expectations of supervisors, trainers and assessors to demonstrate appropriate conduct and to monitor the conduct of employees and students within the operations of PCD Training;
- Encourage and provide avenues for employees and students who feel they have been harassed or discriminated against to come forward and report their experience in a non-judgemental and confidential environment;
- Monitor the PCD Training operating environment to ensure it is free from material (posters, notice board items, electronic media) that is sexually related, is racist or is likely to offend;

- Ensure training and assessment services are developed and delivered to students to encourage their participation in an inclusive environment that is free from discrimination and harassment;
- Facilitate training and awareness sessions that educates PCD Training employees about anti-discrimination and harassment measures;
- Ensure that selection criteria for supervisor, trainer and assessor positions includes the requirement that they have a demonstrated understanding of and ability to deal with discrimination and harassment issues as part of their overall responsibility;
- Facilitate the display of posters on notice boards in common work areas and the distribution of relevant brochures to promote an environment that is free from discrimination and harassment;
- Include accountability mechanisms in position descriptions for supervisors, trainers and assessors; and
- Periodically review the policy to ensure it is operating effectively and contains up to date information.

Employees (including contractors) and students have a responsibility to:

- Seek out and become familiar with the Discrimination and Harassment Policy and associated procedures during their induction period;
- Remain informed of changes to the Discrimination and Harassment Policy and associated procedures that may occur from time to time;
- Set the example of appropriate behaviour and conduct for other PCD Training employees and monitor the conduct of employees and students within the operations of PCD Training;
- Provide support to individuals that may confide in them about occurrences of discrimination or harassment in a non-judgemental and confidential manner;
- Respect individual differences and encourage others to maintain an inclusive environment that is productive and supports learning;
- Monitor the PCD Training operating environment to ensure it is free from material (posters, notice board items, electronic media) that is sexually related, is racist or is likely to offend; and
- Report immediately any claims of inappropriate behaviour and review own behaviour to identify opportunities for improvement.

What can happen if you discriminate or harass?

Incidents of discrimination or harassment that are identified will be handled by applying the principles of natural justice. Criminal or unlawful behaviour will be reported to police authorities immediately and will result in immediate termination of enrolment.

Other behaviour which discriminates against or harasses another person will result in actions which reflect the seriousness of the individual circumstances. These may include one or a combination of the following:

- Counselling;
- Apology;
- Conciliation / mediation;
- Warning for termination of enrolment with a probationary period; or
- Termination of enrolment.

In the case of contractors who discriminate against or harass another person, this will result in a withdrawal of the service contract immediately.

Where to get more information or help

The following agencies can provide additional information and support services to PCD Training in maintaining a working environment which is free from discrimination and harassment:

- **Human Rights and Equal Opportunity Commission**
  - General enquiries: (02) 9284 9600
  - Complaints Info line: 1300 656 419
  - General enquiries and publications: 1300 369 711
  - Website: www.humanrights.gov.au
- **Queensland Anti-Discrimination Commission**
  - Telephone: (07) 3247 0900
  - Toll free: 1300 130 670
  - Website: www.adcq.qld.gov.au
  - Email: adcq@justice.qld.gov.au

Behaviour Misconduct

PCD Training seeks to provide an environment that is free from unacceptable behaviour and promotes a positive learning environment for all students.

This policy seeks to encourage acceptable behaviour and to inform all staff and students about the PCD Training standards of behaviour.

What is behaviour misconduct?

Behaviour misconduct is defined as actions that breach the PCD Training policies.

This includes but is not limited to:

- Breaches of Commonwealth or State law which impact on RTO operations
- Behaviour that impairs the reasonable freedom of other persons (staff, clients, students or others) to pursue their studies or work and participate in the activities of the RTO

- Refusing or failing to identify themselves truthfully
- Any act or failure to act that endangers the safety or health of any other person
- Actions that impair any person's participation in a legitimate RTO activity or, by act or omission disrupts the peace or good order of the RTO
- Acting in a way that causes students or staff or other persons within the RTO to fear for their personal safety
- Acting in a way that causes damage to RTO property
- Wilfully obstructing or disrupting any official RTO meeting, ceremony, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Wilfully damaging or wrongfully dealing with any RTO property, or the property within the RTO of any person, including theft
- Being under the influence of prohibited drugs and/or substances including alcohol
- Trespassing or knowingly entering any place within the premises of the RTO that is out of bounds to students
- Making a false representation as to a matter affecting student status
- Possession of dangerous articles or banned substances
- Abusive behaviour

You must at all times maintain a high standard of behaviour while engaged in RTO activities either within the premises of the RTO or at another designated training location.

Child Protection

PCD Training does not generally deliver training to persons under 18 years of age. We acknowledge however that we have a responsibility to the 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. It is certainly the case that training staff may come into contact with children during the delivery of training and assessment services. PCD Training staff, students and other representatives have a legal, moral and ethical responsibility to protect these children.

PCD training staff who are required to deliver training or assessment services to persons under 18 years of age will be required to have a 'Positive Notice Blue Card for Child Related Employment'.

Scope and application

This policy is applicable to all PCD Training staff, management, students and contractors.

Relevant legislation

Due to the nature of the services we provide in delivering training nationally, the following legislation is applicable in the Commonwealth, State and Territory jurisdictions in which we operate:

Commonwealth:	Child Protection Act 1999
Queensland:	The Child Protection Act 1999
	Commission for Children and Young People Act 2000

Privacy

PCD Training takes the privacy of students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and National Privacy Principles (2008).

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 your written permission for such disclosure. Where written permission is required, this will be gained by using the Information Release Form.

Photography privacy

At PCD Training we recognise that in some circumstances 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.

If you do not wish to be photographed or videoed you should inform the trainer who will endeavour to comply with your wishes. However, no guarantee is given that your image will not appear by accident or as a consequence of your participating in the activity then being photographed or videoed.

Legislative requirements

PCD Training 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 you, the student, and relates to the industry in which we conduct training.

This legislation is continually being updated and all PCD Training representatives are made aware of these changes as they occur.
The legislation that particularly affects the delivery of our training and assessment services includes both Commonwealth and Queensland legislation. On the following page are 2 lists of the legislation that PCD Training must abide by.

Commonwealth legislation:

- National Vocational Education and Training Regulator Act 2011
- Legislative Instruments Act 2003
- Occupational Health and Safety Act 1991
- Human Rights and Equal Opportunity Act 1986
- Age Discrimination Act 2004 (Cwth)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Privacy Act 1988 and National Privacy Principles (2001)
- Workplace Relations Act 1996
- Skilling Australia's Workforce Act 2005
- Child Protection Act 1999
- Copyright Act 1968
- Trade Practices Act 1974

To read these acts, access the Commonwealth legislation, refer to the following web site:
- http://www.comlaw.gov.au/

Queensland legislation:

- Vocational Education and Training (Commonwealth Powers) Act 2012
- Vocational Education, Training and Employment Act 2000
- Vocational Education, Training and Employment Regulation 2000
- Work Health and Safety Act 2011
- Workers' Compensation and Rehabilitation Act 2003

- Child Employment Act 2006
- Child Protection Act 1999
- Fair Trading Act 1989

To read these acts, access the Queensland legislation, refer to the following web site:

- http://www.legislation.qld.gov.au/OQPChome.htm

PCD Training policies

The following is a list of the policies and procedures that govern the everyday operation of PCD Training. A student may request access to these should the circumstances require, such as when you lodge a formal written complaint or appeal.

These policies and procedures documents are *commercial in confidence*. To apply for access to our policies and procedures you must provide a request in writing to the Chief Executive Officer, who will make the final decision whether or not to grant access, stating:

- the reason(s) for the request in detail, and
- the names and relationship to you of any other person(s) who may view the requested documents

Should access be granted, you will be notified in writing when and where and the conditions under which access will be provided to you.

List of PCD Training policies:

- Advertising and marketing policy
- Appeals policy
- Assessment of training facilities policy
- Assessment partnership policy
- Assessment policy
- Assessment validation and moderation
- Behaviour misconduct policy
- Certification policy
- Child protection policy
- Complaints policy
- Compliance risk management policy
- Continuous improvement policy
- Credit transfer policy
- Discrimination and harassment policy
- Fees and refund policy
- Language, literacy and numeracy policy
- Legislative requirements
- Occupational health & safety policy
- Organisation structure
- Partnership arrangements policy
- Plagiarism policy
- Privacy policy
- Recognition policy
- Records retention and reporting policy
- Staff induction policy
- Staff qualification policy
- Staff recruitment policy
- Student access to records

- Financial management policy
- Industry engagement policy
- Insurance policy
- Internal audit policy

- Student enrolment policy
- Training and assessment strategies policy
- Training package transition policy
- Version control policy