



# Student Handbook 2020



RTO: 32423

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## INTRODUCTION

Welcome to Jigsaw Training Group. This handbook is designed to provide you with information about us, the services we provide and to guide you through your rights and responsibilities as a student of Jigsaw Training Group and what you can and should expect from us during your time studying with us.

Before you complete your enrolment, please be sure that you have read this handbook and understood its contents. If you do not understand something or require clarification, please ask us by calling or emailing us.

As a Registered Training Organisation (RTO no. 32423), we operate within the Standards for Registered Training Organisations 2015, which is legislation under the national Vocational Education and Training Regulator Act 2011 and are monitored by the Australian Skills Quality Authority (ASQA). These standards are intended to ensure that all providers deliver consistent, high quality, vocational education and training.

Jigsaw Training Group was acquired by the Angus Knight Group in 2018, with an overriding goal to deliver “superior” education services enabling a range of student cohorts to seek employment across a range of industry sectors.

We offer a range of different educational options including face to face classroom delivery, online training and assessment, apprenticeship and traineeships, and recognition of prior learning.

## MISSION STATEMENT

At Jigsaw Training Group our mission is to deliver quality training and assessment that meets the needs of our clients and industry.

In recognition of this mission, our objectives are:

- **People.** We strive to attract, recruit and retain talented, competent and committed people. We promote excellent performance through leadership and professional development.
- **Safety and equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment.
- **Integrity and ethics.** We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.
- **Quality committed.** We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.
- **Learner centred.** We thrive on providing training and assessment that is learner centred and which supports lifelong learning. We respect our clients and strive to attract them time after time through high quality training 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.

## CONTACT DETAILS

Jigsaw Training Group can be contacted via the following:

Head Office: 18 Rawlins Street  
 P.O. Box 10362  
 SOUTHPORT QLD 4215  
 Telephone: (07) 5534 7074  
 Email: enquiries@jcg.edu.au

## TRAINING PACKAGES / COURSES

Jigsaw Training Group delivers training within CHC, BSB and SIT training packages. Each qualification has a number of units of competency which must be successfully completed to obtain the qualification. All our qualifications can be viewed at <https://training.gov.au/Organisation/Details/32423>.

We deliver training and assessment using the following methods:

- Online Learning (correspondence) One-on-one learning (via face to face meetings, , phone)
- A blended approach of the above methods
- Recognition of Prior Learning
- Face to face (Classroom based) training

All methods of training and assessment used are designed to support students to achieve competency in the units required to complete their qualification.

Some students may be eligible to complete training using the assessment only pathway (Recognition of Prior Learning). We also offer Credit Transfer for all units of competency where a student can produce acceptable evidence of previous formal study; for example, a Record of Results from another training provider which clearly details the units you previously completed.

## STUDENT EXPECTATIONS

Students have the right to expect Jigsaw Training Group and their representatives to:

- provide quality training in line with current industry expectation
- provide learning resources to support their training
- be treated with respect by all representatives of Jigsaw Training Group
- inform about course content and understand/inform about assessment requirements
- provide information regarding any policy/procedure which may impact upon study
- hold personal information in confidence
- give students the opportunity to provide feedback regarding their studies, trainers, and any other aspect of their training
- have a qualification provided them within thirty days of successful completion of a course.

## RELEVANT LEGISLATION

Jigsaw Training Group management is committed to complying with all relevant legislation and regulatory requirements at Commonwealth, state and territory level. We maintain current copies of all current legislation and regulatory requirements and inform our staff and students of relevant legislation and regulatory requirements which may impact on their duties or training.

### Compliance with Legislation

The Standards for Registered Training Organisations (RTOs) 2015 require that Jigsaw Training Group complies with all applicable legislation and regulatory requirements relevant to its operations, and informs all relevant persons of any changes to legislation and regulatory requirements that affect the services delivered.

#### Commonwealth legislation

National Vocational Education and Training Regulator Act 2011  
 Age Discrimination Act 2004  
 Disability Discrimination Act 1992  
 Disability Standards for Education 2005  
 Racial Discrimination Act 1975  
 Student Identifiers Act 2014

#### State legislation (NSW)

Work Health and Safety Act 2011  
  
 Workplace Injury Management and Workers Compensation Act 1998  
 Children and Young Persons (Care and Protection) Act 1998

#### State legislation (Vic)

Education and Training Reform Act 2006  
 Occupational Health and Safety Act 2004  
 Accident Compensation (Workcover Insurance) Act 1993  
 Disability Act 2006

#### State legislation (Qld)

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

#### State legislation (SA)

Training and Skills Development Act 2008  
 Work Health and Safety Act 2012

#### State legislation (WA)

Vocational Education and Training Act 1996  
 Equal Opportunity Act 1984  
 Working With Children (Criminal Record Checking) Act 2004

#### State legislation (ACT)

Sex Discrimination Act 1984

Privacy Act 1988  
 Australian Privacy Principles (APPs)  
 Fair Work Act 2009  
 Copyright Act 1968

Disability Services Act 1993 & Disability Services Regulation 2003

Privacy and Personal Information Protection Act 1998

Fair Trading Act 1987

Fair Trading Act 1999  
 Working With Children Act 2005  
 Child Wellbeing and Safety Act 2005  
 Charter of Human Rights and Responsibilities Act 2006

Child Employment Act 2006  
 Child Protection Act 1999

Fair Trading Act 1989

Workers Rehabilitation and Compensation Act 1986  
 Fair Trading Act 1987

Fair Trading Act 1987  
 Occupational Safety and Health Act 1984

Training and Tertiary Education Act 2003  
 Work Health and Safety Act 2012  
 Workers Compensation Act 1951

### State legislation (TAS)

Work Health and Safety Act 2012  
 Industrial Relations Act 1984 (certain functions)  
 Industrial Relations (Commonwealth Powers) Act 2009

### State legislation (NT)

Work Health and Safety (National Uniform Legislation) Act 2011  
 Consumer Affairs and Fair Trading Act 2013

Discrimination Act 1991  
 Fair Trading Act 1992

Workers Rehabilitation and Compensation Act 1988  
 Fair Trading Act 1990

Child Protection (Offender Reporting and Registration) Act 2013

## Informing students of changes to legislation that affects their training

We will provide students with information on legislative and regulatory changes that affect them via the most appropriate method – this may be via phone or email and will be done after consultation with management.

## INSURANCE

In accordance with legislative requirements and the Standards for Registered Training Organisations, Jigsaw Training Group is required to hold various insurances to protect it against loss and to protect others we interact with. We will therefore obtain, and maintain the currency of, the following insurances:

- Worker’s Compensation Insurance to meet our obligations by law to cover injuries to employees and provide protection against worker’s compensation claims.
- Public Liability Insurance to cover injury to other people or damage to other people's property whilst doing business with us.
- Building and Contents Insurance to cover loss or damage to Jigsaw Training Group premises or contents caused by things such as fire, flood, storm damage or theft.
- Professional Indemnity Insurance for Jigsaw Training Group representatives who provide advice, to cover them for claims arising out of that advice.

## COMPLIANCE RISK MANAGEMENT / HEALTH AND SAFETY

At Jigsaw Training Group we recognise that risk management is an integral part of good governance and we are committed to its application at all levels within our operations.

### Training Safety

Jigsaw Training Group is committed to the proper management of workplace health and safety. We will provide a safe and healthy workplace for our staff, students, contractors and visitors by having a planned and systematic approach to the management of workplace health and safety. We will provide the necessary resources for the successful implementation of this process and its supportive procedures. Workplace health and safety will be managed through the Jigsaw Training Group management committee in consultation all stakeholders.



Our objectives in training safety are to ensure that:

- Hazards and risks to health and safety are systematically identified, assessed and, where they cannot be eliminated, are effectively controlled;
- Measures to control hazards and risks to health and safety are monitored and evaluated regularly;
- Staff are engaged and sought to contribute to occupational health and safety matters affecting their health and safety at work;
- Staff, students, contractors and visitors receive appropriate information, training and supervision to understand and carry out their responsibilities safely.

We expect our staff and students to be responsible for:

- Complying with relevant Jigsaw Training Group health and safety policies and procedures;
- Obeying any reasonable instruction aimed at protecting their health and safety in the workplace;
- Using any equipment provided to protect their health and safety in the workplace;
- Assisting in the identification and assessment of hazards and implementation of hazard control measures;
- Reporting any incident or hazard in the workplace to their manager;
- Considering and providing feedback on any matters which may affect their health and safety;
- Not being affected by alcohol or non-prescribed (illicit) drugs whilst at work or study.

## Safety guidelines

The following guidelines are provided as a basis for safe practice in the training and assessment 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 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.

### Electrical equipment:

- Electrical equipment that is not working should be reported to RTO 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.

### Fire safety:

- Jigsaw Training Group 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;
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers.
- 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.

**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 reported and recorded by staff involved.

**Computer facilities:**

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current health and safety guidelines indicate that people working for long periods at computers should organise their work so as to allow a five to ten minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.
- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.
- The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

**Lifting:**

- Students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by Jigsaw Training Group 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.

**Work and 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 kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.

**Hazard Assessment and Procedure**

A hazard is defined as a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these. Hazards may arise from a variety of sources. Sources of hazards may include equipment, the work environment, work systems and work procedures.

A hazards can be categorised as follows:

- Physical e.g. noise, radiation, light, vibration;
- Chemical e.g. poisons, dusts;
- Biological e.g. viruses, plants, parasites;
- Mechanical/electrical e.g. slips, trips and falls, tools, electrical equipment;
- Psychological e.g. fatigue, violence, bullying.

Jigsaw Training Group is committed to providing and maintaining safe and healthy workplaces for all staff, contractors and students who may be affected by our work, with the objective of preventing work related injuries and illness.

## DISCRIMINATION AND HARRASSMENT

At Jigsaw Training Group we are committed to ensuring that the training and assessment environment and our workplace are free from discrimination and harassment. All employees, contractors 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, disciplinary action will be taken against any employee or contractor who breaches this process. Suspected criminal behaviour will be reported to police authorities immediately.

By implementing this process, we strive to achieve the following objectives:

- Create a working environment which is free from discrimination and harassment and where all employees, contractors and clients are treated with dignity, courtesy and respect;
- Implement training and awareness raising strategies to ensure that all parties know their rights and responsibilities;
- Provide an effective process 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 the processes for prevention of Discrimination and Harassment within Jigsaw Training Group
- 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 working or training environment

Jigsaw Training Group managers and trainers are aware of their responsibilities to ensure that the working and training culture is not sexually or racially 'hostile'. Examples of a potentially hostile working 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?

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

The process of providing feedback will not always be free of stress. Similarly, providing a student with feedback following an assessment also has the potential to be stressful. All 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 workplace bullying is "the repeated less favourable treatment of a person by another or others in the workplace, which may be considered unreasonable and inappropriate workplace practice. It includes behaviour that intimidates, offends, degrades or humiliates a worker".

Bullies usually utilise power attributed to their status, skills or position in the workplace, and both men and women can be the targets and/or the perpetrators. Workplace bullying can occur between a worker and manager, or between trainers/assessors and students.

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;

Jigsaw Training Group 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 workplace that is free from discrimination and harassment. The following outlines the responsibilities of the management and employees (including contractors) of Jigsaw Training Group:

The management team has a responsibility to:

- Ensure the prevention of Discrimination and Harassment Process and associated procedures are made available to all employees and students and is actively communicated within Jigsaw Training Group
- Set expectations of managers, trainers and assessors to demonstrate appropriate conduct and to monitor the conduct of employees and students within the operations of Jigsaw Training Group
- 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 Jigsaw Training Group 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 Jigsaw Training Group employees about anti-discrimination and harassment measures;
- 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 managers, trainers and assessors; and
- Periodically review the process to ensure it is operating effectively and contains up to date information.

Our employees (including trainers) have a responsibility to:

- Remain informed of changes to the prevention of Discrimination and Harassment Process that may occur from time to time;
- Set the example of appropriate behaviour and monitor the conduct of students and other staff within the operations of Jigsaw Training Group;
- 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 Jigsaw Training Group 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;
- Participate in training and awareness sessions that educates employees about anti-discrimination and harassment measures; and
- Respond immediately to 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 dismissal.

These may include one or a combination of the following:

- Retraining (likely to occur in all circumstances);
- Counselling;
- Apology;
- Conciliation / mediation;
- Dismissal from a course

In the case of contractors who discriminate against or harass another person, this may 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 Jigsaw Training Group 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 <b>Website:</b> <a href="http://www.humanrights.gov.au">www.humanrights.gov.au</a>	New South Wales Anti-Discrimination Board Telephone: (02) 9268 5555   Toll free: 1800 670 812 Website: <a href="http://www.lawlink.nsw.gov.au/adb">www.lawlink.nsw.gov.au/adb</a>
Queensland Anti-Discrimination Commission Telephone: (07) 3247 0900   Toll free: 1300 130 670 Website: <a href="http://www.adcq.qld.gov.au">www.adcq.qld.gov.au</a> Email: <a href="mailto:adcq@justice.qld.gov.au">adcq@justice.qld.gov.au</a>	Northern Territory Anti-Discrimination Commission Telephone: (08) 8999 1444   Toll free: 1800 813 846 Website: <a href="http://www.nt.gov.au/adc/">www.nt.gov.au/adc/</a>
South Australia Equal Opportunity Commission Telephone: (08) 8207 1977   Toll free: 1800 188 163 Website: <a href="http://www.eoc.sa.gov.au">www.eoc.sa.gov.au</a> Email: <a href="mailto:eoc@agd.sa.gov.au">eoc@agd.sa.gov.au</a>	Tasmania Anti-Discrimination Commission Telephone: (03) 6233 4841 Website: <a href="http://www.antidiscrimination.tas.gov.au">www.antidiscrimination.tas.gov.au</a> Email: <a href="mailto:AntiDiscrimination@justice.tas.gov.au">AntiDiscrimination@justice.tas.gov.au</a>
Australian Capital Territory Human Rights Office – Telephone: (02) 6207 0576 – Website: <a href="http://www.hrc.act.gov.au/">http://www.hrc.act.gov.au/</a>	Victoria Equal Opportunity Commission Telephone: (03) 9281 7111   Toll free: 1800 134 142 Website: <a href="http://www.humanrightscommission.vic.gov.au/">http://www.humanrightscommission.vic.gov.au/</a> Email: <a href="mailto:eoc@vicnet.net.au">eoc@vicnet.net.au</a>
Western Australia Equal Opportunity Commission Telephone: (08) 9216 3900   Toll free: 1800 198 149 Website: <a href="http://www.equalopportunity.wa.gov.au">www.equalopportunity.wa.gov.au</a> Email: <a href="mailto:eoc@equalopportunity.wa.gov.au">eoc@equalopportunity.wa.gov.au</a>	

## Harassment and discrimination - Informal complaint procedures

Informal procedures emphasise resolution rather than factual proof or substantiation of a complaint. Informal ways of dealing with discrimination and harassment can include the following actions:

- The individual who has been discriminated against or harassed wants to deal with the situation themselves but may seek advice on possible strategies from their trainer or other senior staff member.
- The individual who has been discriminated against or harassed asks their trainer to speak to the alleged perpetrator on their behalf. The trainer privately conveys the individuals concerns and reiterates the organisation's stance on the prevention of bullying and harassment to this person without assessing the merits of the case;
- A complaint is made, the perpetrator admits the behaviour, investigation is not required and the complaint can be resolved through conciliation or counselling; or
- A trainer observes unacceptable conduct occurring and takes independent action even though no complaint has been made.

Informal action is usually appropriate where:

- The allegations are of a less serious nature but the individual subjected to the behaviour wants it to cease nonetheless;
- The individual subjected to the behaviour wishes to pursue an informal resolution; or
- The parties are likely to have ongoing contact with one another and the complainant wishes to pursue an informal resolution so that the working relationship can be sustained.

An individual should not be required to exhaust informal attempts at resolution before formal action commences. Individuals have the right to formalise their complaint or approach an external agency, such as the Human Rights and Equal Opportunity Commission, at any stage.

## Practical steps towards a positive resolution

Our trainers will always seek advice from management on how to handle the situation and:

- Assist the complainant to undertake "self-help" resolution if required; e.g. discuss ways in which they could tell the offender that their behaviour upsets them and they want them to stop it.
- Undertake any immediate action required
- If necessary, approach the person against whom the complaint is made with the aim stopping the behaviour perceived as discrimination or harassment, now and in the future;
- Monitor and ensure behaviour does not re-occur and that the complainant is not victimised;
- Keep records in the form of simple diary notes;
- Discuss continuing, serious and/or difficult problems with management. It may not be possible for the complainant to resolve the issue themselves. Management may need to take formal investigatory action; and take action to protect staff and other students. Discuss with and keep the complainant informed of any action taken.

Trainers or managers who are conducting an informal discussions with the person against whom a complaint has been made should:

- Listen to their point of view;
- Inform them of relevant business processes;
- Inform them that if the alleged behaviours did occur they would be in breach of the organisation's business processes and state/federal law;
- Advise that even if behaviour were not intended to be offensive, offence has been taken and needs to be resolved;
- Clarify acceptable and un-acceptable behaviour;
- Discuss any action needed to resolve the complaint and relay this to the complainant;
- Obtain an undertaking that the behaviour in question, regardless of whether admitted or not, will not be entered into by the respondent in the future; and
- Advise of potential penalties if the behaviour continues and advise of the need for confidentiality and the prohibition of victimisation.

## Discrimination and harassment - Formal complaint procedures

When receiving a formal complaint of discrimination or harassment, management will quickly determine any need to involve and/or report occurrences to police authorities or to equal opportunity and anti-discrimination agencies. Management should always seek professional guidance when making these decisions and will be mindful of confidentiality requirements when seeking advice.

Formal complaints procedures focus on looking at whether a complaint can be substantiated, or at least whether the parties can be brought together to try and reach a satisfactory outcome. Formal complaints procedures usually involve:

- Investigation of the allegations;
- Application of the principles of natural justice;
- Making a finding as to whether the discrimination or harassment occurred or whether it is likely it has occurred;
- Submitting a report with a recommended course of action to the appropriate decision-maker (management); and
- Implementation of an appropriate outcome.

Formal procedures are usually appropriate where:

- Informal attempts at resolution have failed;
- The person alleging discrimination or harassment has been victimised;
- The complaint involves serious allegations of misconduct and informal resolution could compromise the rights of the parties;
- The complaint is against a more senior member of staff - formal procedures may help to ensure that the complainant is not victimised or disadvantaged;
- The allegations are denied and the person who claims to have been discriminated against or harassed wishes to proceed and investigation is required to substantiate the complaint; or
- The person alleging discrimination or harassment decides to make a formal complaint.

### The steps involved in a formal complaint

The sequence of events is as follows:

- The complainant is interviewed and the allegations are particularised in writing;
- The allegations are conveyed to the alleged perpetrator in full;
- The alleged perpetrator is given the opportunity to respond and defend themselves against the allegations;
- If there is a dispute over facts, statements from any witnesses and other relevant evidence are gathered;
- A finding is made as to whether the complaint has substance;
- A report documenting the investigation process, the evidence, the finding and recommended outcome/s is submitted to the appropriate decision-maker (senior management); and
- The decision-maker implements the recommended outcome/s or decides on an alternative course of action.

The parties should be permitted to have a support person, advocate or other representative accompany them to any interviews or meetings.

### Consideration of evidence

A formal complaint should not be dismissed on the ground that no one saw or heard the incident/s occur. Given the nature of the offence, there are often no direct witnesses to alleged acts of discrimination and harassment. Those responsible for investigating complaints should consider all available evidence, including any surrounding evidence. The following type of evidence may be relevant:



- Supporting evidence provided by a medical practitioner, counsellor, family member, friend or co-worker;
- Complaints or information provided by other students or trainers about the behaviour of the alleged perpetrator;
- Records kept by the person claiming to have been discriminated against or harassed;
- Whether the evidence was presented by the parties in a credible and consistent manner; and
- The absence of evidence where it should logically exist.

## Management action

In determining the appropriate actions, management may consider factors such as:

- The severity and frequency of the discrimination or harassment;
- The weight of the evidence;
- The wishes of the person who was discriminated against or harassed;
- Whether the harasser could have been expected to know that such behaviour was a breach of organisational business practices; and
- Whether there have been any prior incidents or warnings.

If there is insufficient proof to decide whether or not discrimination or harassment has occurred, management should nevertheless:

- Remind those involved of expected standards of conduct;
- Conduct further training and awareness raising sessions for staff; and
- Monitor the situation carefully.

Management must ensure that the outcome of a substantiated complaint does not disadvantage in any way the person who was discriminated against or harassed.

## CHILD PROTECTION

Jigsaw Training Group deliver a small amount of training to individuals less than 18 years of age. We acknowledge that we have a responsibility to children who come into contact with our staff and to the families of those children to ensure that children are protected from any type of abuse.

Students may also come into contact with students whilst undertaking vocational or work placements which may require the obtaining of a Working with Children Check.

### Child protection - behavioural guidelines

Jigsaw Training Group staff will:

- Treat every child with dignity and respect regardless of individual differences;
- Conduct themselves in a manner consistent with their position as a representative of our organisation;
- Immediately raise any concerns for the safety or wellbeing of a child in accordance with the our reporting procedures (see next section);
- Listen to children, take their concerns seriously and allow them to have a say in the decisions that affect them; and
- Avoid being alone with children and ensure that other adults are present when working around children.

Jigsaw Training Group staff will not:

- Use prejudice, oppressive behaviour or language with children;
- Discriminate on the basis of age, gender, race, culture, vulnerability or sexuality;
- Initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves;
- Develop ‘special’ relationships with specific children for their own needs;
- Show favouritism through the provision of gifts or inappropriate attention; and
- Have contact with children outside of Jigsaw Training Group duties.

## ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL AWARENESS

Jigsaw Training Group are committed to providing a culturally supportive learning environment for students who identify as Aboriginal and Torres Strait Islander. The following information provides a guide to being culturally aware and sensitive:

### **Men’s or Women’s Business**

Discuss with the student if there are any aspects of the training that are considered Men’s or Women’s Business and if so make appropriate adjustments in the program for that student.

### **Referring to Aboriginal People**

Do not make general reference to Aboriginal people inferring that ‘Aboriginal’ covers both Aboriginal and Torres Strait Islander people.’ This is considered offensive and generalises both cultures. It is also considered a generalisation to use the word Indigenous in reference to Aboriginal & Torres Strait Islander people — try to refrain from using this term.

### **Providing Support**

It is important to approach this sensitively and not cause embarrassment or shame to the person by asking them whether or not they can read or write. When the time comes for the person to read or write something, ask them if they would like help or the help of a family or community member. In most cases the person will ask for assistance if they need it, provided the issue has been approached with sensitivity and respect.

### **Swearing**

It can be common for some Aboriginal people to use swear words in their regular vocabulary and in general conversation. Swearing is not considered to be as offensive as it is in non-Aboriginal culture. If this happens, try not to take any offence. This does not include a person swearing directly at you in a derogatory, threatening or offensive manner; this behaviour should not be tolerated by anyone.

### **Non-verbal signs**

Aboriginal English makes considerable use of non-verbal signs, especially when discussing direction. These are an integral part of the communication process and should not be ignored.

### **Non-verbal communication**

Be sensitive to the use of nonverbal communication cues which are a part of Aboriginal communication patterns. The use of silence does not mean Aboriginal people do not understand, they may be listening, remaining non-committal or waiting for community support. During discussions, Aboriginal people may delay expressing a firm opinion, preferring to listen to others’ opinions first before offering their own.

**Images of deceased people**

Avoid displaying or broadcasting images of deceased people. If it is important to do so, make sure that you have permission from the person's family and/or community and include a relevant disclaimer. Images of people included in training materials used by Jigsaw Training Group must be approved by the General Manager.

**Acknowledgement of land and original custodians**

It is a requirement at Jigsaw Training Group major events to provide an acknowledgement of land and original custodians.

**Welcome to Country**

A Welcome to Country can only be performed by an Elder or leader who is from the community in which you are meeting. A non- Aboriginal person cannot perform a Welcome to Country and to do so is rude and disrespectful to the traditional owners and to all Aboriginal people. An Aboriginal person or group delivering a Welcome to Country for an event must be remunerated.

**Information source**

The information in this section was sourced from the publication: Working with Aboriginal People and Communities, A Practice Resource, Feb 2009, Aboriginal Services Branch, NSW Department of Community Services

**PRIVACY POLICY**

Jigsaw Training Group collects and stores personal information on our students and industry clients. We comply with the Privacy Act 1988 (Commonwealth). This business process describes how we collect, manage, use, disclose, protect, and disposes of personal information in accordance with the thirteen Australian Privacy Principles (APPs) outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

**Definitions**

Under the Privacy Act 1988, personal and sensitive information is defined as follows:

Personal information: "information or an opinion about an identified individual, or an individual who is reasonably identifiable:

- (a) whether the information or opinion is true or not; and
- (b) whether the information or opinion is recorded in a material form or not."

Sensitive information:

"(a) information or an opinion about an individual's:

- (i) racial or ethnic origin, or
- (ii) political opinions, or
- (iii) membership of a political association, or
- (iv) religious beliefs or affiliations, or
- (v) philosophical beliefs, or
- (vi) membership of a professional or trade association, or
- (vii) membership of a trade union, or
- (viii) sexual preferences or practices, or
- (ix) criminal record, that is also personal information; or
- (b) health information about an individual; or
- (c) genetic information about an individual that is not otherwise health information; or
- (d) biometric information that is to be used for the purposes of automated biometric verification or biometric identification; or
- (e) biometric templates"

## Authority to collect and store information

Jigsaw Training Group is an approved Registered Training Organisation by the Australian Skills Quality Authority. This registration is issued under the authority of the National Vocational Education and Training Regulator Act 2011. This legislation requires Jigsaw Training Group to collect personal and sensitive information from its students. This requirement is specified in the Data Provision Requirements 2011 which is one of five legislative instruments that Jigsaw Training Group must comply with as a condition of its registration.

The data provision requirements require Jigsaw Training Group to collect data from students in accordance with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). This is a complex information standard that defines information about who the student is, where the training is delivered and what they are studying. The Standards for Registered Training Organisations (RTOs) 2015 require Jigsaw Training Group to retain and store this information for up to 30 years and to report training activity to government agencies in accordance with mandatory reporting requirements.

Together these requirements form a statutory obligation to collect, store and report information of any student participating in nationally accredited training. The publications referred to in this section can be accessed from the Australian Skills Quality Authority website.

## Collection and use

Jigsaw Training Group Group collects personal information, either directly or indirectly, that is reasonably necessary for, or directly related to its delivery of the services it offers. Some of the information collected may be regarded as 'sensitive' as defined by the Privacy Act. In broad terms the kinds of personal information and purposes for which it is collected are:

### Solicited information

- Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day to day operation.
- In addition to information collected training activity, Jigsaw Training Group will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

### Collection methods

- Student personal and sensitive information as well as training activity information is prescribed by the AVETMIS Standard. This information is collected directly from our students using enrolment forms which may be paper based or electronic and other administrative forms including but not limited to complaint forms, recognition application, request for refund, transfer application, etc. Much of this information is entered into our student management software called "PowerPro". Hard copy records are retained within our student files.
- Survey responses are collected using Employer and Learner Satisfaction Surveys which are issued both in electronic format. Returned surveys are imported directly into the Student Management System.
- Enquiry information from prospective students including personal contact information is collected directly from individuals who make data requests either by telephone or email in person or via our website.

### Sensitive information

Personal information collected by that may be regarded as 'sensitive' under the Privacy Act includes:

- 'Disability' and 'long-term impairment status' (health); and 'indigenous status', 'language spoken at home', 'proficiency in spoken English', 'country of birth' (implies ethnic/racial origin). This information is specified in the AVETMISS data elements and is collected for the national VET data collections, national VET surveys, and may be collected for VET-related research.
- 'Dietary requirements' (health-related) are collected for event catering purposes only.

### Direct marketing

Jigsaw Training Group respects an individual's right not to receive marketing material. Jigsaw Training Group conducts its marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006. It is not, however, Jigsaw Industry practice to 'cold call' for the purpose of marketing its products and services.

All contact from Jigsaw Training Group marketing team is initiated by the student or potential student. Contact details are only provided by individuals where they have initiated an enquiry.

### Google Analytics and cookies

Google Analytics is a web service provided by Google Inc. Cookies are used to generate data on website activity and usage. The cookies, which include IP addresses, are transmitted to and stored in Google servers in the United States where they are used to compile web-use reports. Google may transfer this information to third parties, where required by law, or for information processing on its behalf. Google will not associate IP addresses with any other data held by Google. More information on Google's privacy policy can be found at: <https://www.google.com.au/intl/en/policies/privacy/>. It is possible to disable cookies by adjusting web-browser setting and to opt-out of Google Analytics. Doing so, however, may affect web-site functionality.

The Jigsaw Training Group web servers automatically log information such as server address, date and time of visit and web pages accessed. No personal information is recorded. These logs are used for website management and improvement.

### Unsolicited personal information

If Jigsaw Training Group should receive unsolicited personal information, it will be treated and managed according to the Australian Privacy Principles.

### Notification of collection

Jigsaw Training Group aims to notify individuals of the collection of their personal information before, or at the time of collection, or as quickly as possible thereafter. Notifications are usually in writing, but may be verbal for telephone.

- Marketing– notification is provided on our website course application page. Individuals are also notified at the time of collecting personal information for events.
- Quality Indicator survey – notification is provided in the letter of invitation to participate in the surveys and also at the time of collecting the information.

### Disclosure of personal information

Jigsaw Training Group does not disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would reasonably expect this (such as receiving communications about upcoming events), or if required by law.

We may share personal information with the Commonwealth government in accordance with Commonwealth contractual obligations. In these circumstances we will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

Jigsaw Training Group does not sell its mailing lists to third-parties for marketing purposes or on sell personal information to overseas recipients. While people around the world can access material published on our website, no statistical or research publications contain identifiable personal information.

### Management of personal information

Jigsaw Training Group endeavours to ensure the personal information it collects and uses or discloses is accurate, up to date, complete and relevant. We routinely update the information held in our systems, as well as periodically checking with stakeholders if their personal contact details have changed.

### Access to and correction of personal information

Individuals may, subject to the exceptions prescribed by the Australian Privacy Principles, request access to and correction of their personal information where this is collected directly from individuals by Jigsaw Training Group. There is no charge for giving access to or for correcting personal information. Requests for access to or correction of personal information should be made in writing. Requests will be answered within 14 business days.

### Information retention and disposal

Personal information is held in electronic and paper format:

- Information collected from student enrolment applications and survey responses is held in our Student Management System.
- Names and contact details collected during the delivery of services may be held either in electronic form or in paper documents which are locked in cupboards and filing cabinets.
- Backup copies of all electronic files held are kept in the event of system failure/loss. All backup copies of system files are secured.

Jigsaw Training Group retains personal information as prescribed by regulating and funding bodies. Certification documentation is retained for 30 years. When personal information is no longer necessary for Jigsaw Training Group business functions, and it is lawful to do so, we securely destroy the information.

### Information security

Jigsaw Training Group takes active steps to protect personal information from misuse, interference and loss, and from unauthorised access, modification or disclosure.

- Jigsaw Training Group systems and internal network are protected from unauthorised access using appropriate technologies. The inherent risks associated with data transmission over the internet are, however, commonly acknowledged. Individuals, who do not wish to provide their personal information via the online website forms have the option of mailing this information to Jigsaw Training Group.
- Access to our Student Management System is protected through user log-on and password, and assignment of user access rights.
- Any third-party providers are all located within Australia and are required to be compliant with the Australian Privacy Principles and offer appropriate safeguards to protect personal information.
- Jigsaw Training Group premises and data storage systems are fully secured. Paper documents containing names and addresses are required to be locked away and shredded when destroyed. All hardware is properly 'sanitised' before disposal.

## Complaints and concerns

Complaints or concerns about Jigsaw Training Group management of personal information should be directed in writing to Jigsaw Training Group General Manager who will respond in writing within 14 business days.

## AUSTRALIAN PRIVACY PRINCIPLES

Jigsaw Training Group adheres to the Australian Privacy Principles (APPs) as outlined within the Privacy Act 1988. This means that we have studied the APPs, has identified how they will be applied to business operations, and will ensure that all staff are aware of their responsibilities under them. The APPs cover the collection, use, disclosure and storage of personal information. They allow individuals to access their personal information and have it corrected if it is incorrect. There are also separate APPs that deal with the use and disclosure of personal information for the purpose of direct marketing (APP 7), cross-border disclosure of personal information (APP 8) and the adoption, use and disclosure of government related identifiers (APP 9).

The APPs are as follows and cover private sector organisations, Australian Government and Norfolk Island agencies covered by the Privacy Act 1988.

### **APP 1 – Open and transparent management of personal information**

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

### **APP 2 – Anonymity and pseudonymity**

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

### **APP 3 – Collection of solicited personal information**

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

### **APP 4 – Dealing with unsolicited personal information**

Outlines how APP entities must deal with unsolicited personal information.

### **APP 5 – Notification of the collection of personal information**

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

### **APP 6 – Use or disclosure of personal information**

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds.

### **APP 7 – Direct marketing**

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

### **APP 8 – Cross-border disclosure of personal information**

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas.

### **APP 9 – Adoption, use or disclosure of government related identifiers**

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.

### **APP 10 – Quality of personal information**

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

**APP 11 – Security of personal information**

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

**APP 12 – Access to personal information**

Outlines an APP entity's obligations when an individual requests to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

**APP 13 – Correction of personal information**

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals.

**Australian Privacy Principles Privacy Policy**

Jigsaw Training Group only collects such information about an individual which is needed to fulfil its obligations under the AVETMISS standards, State or independent funding body requirements or to undertake normal business activity (such as administrative purposes and to correspond with you or to meet legal obligations and respond to emergency situations). All information that is gathered is freely given by the individual concerned and can only be accessed by nominated/authorised staff members. This information cannot be made available to any other organisation or individual except in cases where:

- a) the individual would reasonably expect the APP entity to use or disclose the information for the secondary purpose and the secondary purpose is:
  - i) if the information is sensitive information—directly related to the primary purpose; or
  - ii) if the information is not sensitive information—related to the primary purpose; or
- b) the use or disclosure of the information is required or authorised by or under an Australian law or a court/tribunal order; or
- c) a permitted general situation exists in relation to the use or disclosure of the information by the APP entity; or
- d) the APP entity is an organisation and a permitted health situation exists in relation to the use or disclosure of the information by the entity; or
- e) the APP entity reasonably believes that the use or disclosure of the information is reasonably necessary for one or more enforcement related activities conducted by, or on behalf of, an enforcement body.
- f) The types of organisations that Jigsaw Training Group may release information to are:
- g) Government departments e.g. Australian Skills Quality Authority (ASQA), the Queensland Department of Small Business, Education and Training, the Australian Taxation Office, Centrelink, and Job Network Agencies.
- h) To an employer or organisation sponsoring a student's study;
- i) To the parent or authorised representative of a student who is a minor (under 18);
  - Other tertiary educational institutions for results, course completion or certificate verification to facilitate your subsequent application to that institution.

At all times Jigsaw Training Group will be transparent in the matter of how information is collected and used. We will freely allow all stakeholders access to their own information and will freely explain to any interested stakeholder how information is collected, stored and used.



**Information Security: (Principle 4)**

Jigsaw Training Group will take all reasonable steps to ensure the information collected is protected from misuse and loss, and is safe from unauthorised access, modification or disclosure. Information no longer required will be destroyed or stored securely (if storage is a requirement of other legislation, or as required by the Public Records Office). Information held in student files that are being used or are being held outside of the secure storage area will at all times be under the control of an authorised member of the staff of Jigsaw Training Group.

**Openness: (Principle 5)**

Jigsaw Training Group will provide information to all individuals about the manner in which it manages the handling of personal, sensitive and health information. This information will be available to anyone who asks for it. Jigsaw Training Group will also provide general information to any individual who asks, regarding the sort of personal sensitive and health information it holds and for what purpose, how it collects, holds, uses and discloses that information.

**Access and Correction: (Principle 6)**

We will provide individuals with access to information, or the opportunity to correct information held. Under some circumstances Jigsaw Training Group will be unable to allow correction of information that it holds, in these cases the reasons for the denial will be made clear and the individual requesting the change of information will have access to our normal complaints handling procedure.

**Anonymity: (Principle 8)**

Jigsaw Training Group will allow individuals the option of not identifying themselves in their dealings with us unless identification is required by law or is practicable. It must be remembered that no educational services can be offered unless the student freely identifies themselves.

We will not allow the transfer of any personal information unless the transfer is brought about by a function of the law. This includes transfer to any bodies or individuals who live outside of Victoria. The only exception will be the transfer of information to the parents or appointed guardian of students under the age of 18.

In accordance with the Australian Privacy Principles, Jigsaw Training Group will collect, use, maintain, release and destroy personal information provided by our students in a manner which remains consistent with these principles and retention requirements of its registering body. This includes all personal information, *whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from such data.*

**INTERACTION WITH THE NATIONAL VET REGULATOR**

The Australian Skills Quality Authority is the National VET Regulator the body established by the National Vocational Education and Training Regulator Act 2011. Jigsaw Training Group is registered by the Australian Skills Quality Authority and therefore must comply with requirements set down by the Australian Skills Quality Authority under the VET Quality Framework. As per Standard 8 of the Standards for Registered Training Organisations (RTOs) 2015, Jigsaw Training Group must cooperate with the VET Regulator and must be legally compliant at all times.

**Ceasing to operate**

The Chief Executive Officer is responsible to ensure that there are suitable arrangements to provide records of student outcomes to the Australian Skills Quality Authority in the event that Jigsaw Training Group ceases to operate.

If circumstances are such that Jigsaw Training Group are not able to carry on operations (death, liquidation, bankruptcy), the General Manager is to advise the Australian Skills Quality Authority of this decision and provide advice regarding impact on currently enrolled students. Notifications are to be made within 90 calendar days of the changes occurring. Jigsaw Training Group has a responsibility to transfer these enrolments to another RTO with least disruption to individual students. On ceasing operations, Jigsaw Training Group is to, facilitate currently enrolled students transfer to another RTO, issue these students with an appropriate refund for service not provided, and issue students with Certificates based on completed units of competency.

## REPORTING OBLIGATIONS

Jigsaw Training Group is required to maintain the capability to provide AVETMISS compliant data reports to the NCVER on an annual basis. This requirement is specified in the Data Provision Requirements 2011 and the [Total VET Activity Reporting](#) guide on the Australian Skills Quality Authority website, which explains the requirement for all RTOs to report their nationally recognised training data in accordance with the [National VET Provider Collection Policy](#).

### Quality Indicator Reporting

Jigsaw Training Group is required to report quality indicator data to the Australian Skills Quality Authority in accordance with scheduled reporting dates. This requirement is specified in the Data Provision Requirements 2011 and explained further on the Australian Skills Quality Authority website: [ASQA - Quality Indicator Reporting](#).

## RECORD RETENTION AND MANAGEMENT

Jigsaw Training Group recognises its obligation to retain certain records from our delivery of training and assessment services.. We are committed to retain records to ensure their accuracy and integrity. All student records are maintained on our student management system including records of certification issued or in hard copy in a secure environment.

Jigsaw Training Group will provide returns of its client records of attainment of units of competency and qualifications to the National VET Regulator on a regular basis, or as determined by the National VET Regulator – ASQA and also comply with all Commonwealth requirements for the implementation of a national unique student identifier within all student records as this is required and directed.

Records will include:

- **Student results.** Training results include a record of the student’s details, date of enrolment and results of training and assessment. This should include what units of competency and the result the student achieved.
- **Qualifications / Statements of Attainment.** Qualifications and Statements of Attainment are documents to recognise the outcomes of assessment.
- **Completed assessment resources.** Completed assessment resources include documents or other media where assessments evidence has been recorded by students and assessment decisions are recorded by assessors.
- **Assessment tools.** Assessment tools refer to the various templates, checklists and assessment records that Jigsaw Training Group uses over the term of its operations.
- **Administrative records.** Administrative records are those documents which are used to facilitate the student’s administration during their enrolment.
- **Student file.** The student file is simply the file location where all student results, completed assessment resources and administrative records are retained.

## Records Management Procedures

Upon enrolment each student's personal details shall be entered into the Student Management System and maintained in a current up to date condition, updating of records will be actioned upon advice of changes from a student. Jigsaw Training Group staff will record all student fee payments and details of refunds paid.

Only Jigsaw Training Group staff directly involved with student welfare and or student results will have access to personal student details. Upon request and sufficient notice Jigsaw Training Group, staff shall provide a student with access to their personal student records for progress information.

Students may request a reissuance or statements of attainment or qualifications achieved when a request is received and verified with a form of documented personal I.D, such as a driver's license or birth certificate.

Only upon receipt of written consent by a student will Jigsaw Training Group staff provide a third party with student's personal details, with the exception of where legislation or other regulatory requirements require the personal details to be provided.

Access to student records may be provided where the Standards for Registered Training Organisations or an officer of the law require Jigsaw Training Group to do so.

Jigsaw Training Group staff will comply with all 'external reporting responsibilities' at the required date to do so. (i.e. AVETMISS and Quality Indicator Reporting ) including returns of its client records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis (as determined by the Australian Skills Quality Authority)

Jigsaw Training Group shall ensure that all student records are maintained in an accurate manner providing for the safekeeping of all student assessment results for the period determined that is in line with registering and funding bodies.

If cessation of services or at the discontinuation of its business the General Manager shall ensure that all student records are made available to the National VET Regulator.

### Period of retention

Jigsaw Training Group must comply with a range of record retention requirements including:

- Australian Skills Quality Authority General Direction: Retention requirements for completed student assessment items (6 months).
- Student results / Qualifications and Statements of Attainment (100%) are to be retained for a minimum of thirty (30) years.
- Completed assessment resources (100%) are to be retained for a minimum of 6 months (fee for service) or seven years (funded under Department of Education, Small Business and Training).
- Assessment tools (100%) are to be retained for a minimum of five (5) years.
- Administrative records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records and completed records.

### Audit records

- Attendance rolls that show the names of students, the unit/s of competency identifier and/or name, as well as dates of attendance and initial or signature of trainer.
- Records of assessment and/or training record books that show the date of assessment/s, unit/s of competency, student name and outcome of assessment/s.
- Recognition of Prior Learning assessment records.
- Complaints, Appeals and the complaints resolution records

## Treatment of records on ceasing operation

Jigsaw Training Group acknowledges that it has a responsibility to retain accurate copies of records to enable these to be transferred to the Australian Skills Quality Authority should Jigsaw Training Group cease to operate as a Registered Training Organisation. It is a requirement that RTOs who cease to operate, whether through voluntary withdrawal of registration, where registration lapses or not renewed, or where registration is cancelled by the Australian Skills Quality Authority, must within 30 days of registration ending, forward to the Australian Skills Quality Authority an electronic copy of the records for each student who were enrolled in a course during the period of registration.

This requirement does not include hard copy student files and relates specifically to electronic data providing evidence of activities the student has performed. For the purposes of this business process, Jigsaw Training Group will interpret “activities” to mean records providing information on the outcomes achieved by students. This will include records of qualifications and units of competency which have been issued by Jigsaw Training Group during the entirety of its registration period. Jigsaw Training Group will retain these records electronically and will provide this information in the form of the following AVETMISS reports in consultation with the Australian Skills Quality Authority

## Destruction of Records

Jigsaw Industry General Manager is the only person who can authorise the destruction of records. Records are only to be authorised for destruction after the retention period has lapsed.

Documents identified for destruction are to be shredded before being recycled.

## Student Records Integrity

During the handling of records relating to a student’s enrolment and training and assessment outcomes, there is potential within a busy office that records may be misplaced, not entered correctly or mishandled. To minimise the potential for inaccurate record keeping, staff are trained on the handling of records during the critical end stages of training. Combined with this, Jigsaw Training Group will also undertake periodic integrity audits of student records to ensure the information entered into the student information management system are is accurate.

## ADVERTISING AND MARKETING

Jigsaw Training Group will ensure that marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. These conditions are specified within the Standards for Registered Training Organisations.

All our staff with responsibility to prepare advertising and marketing materials are to be fully conversant with the requirements detailed in this document.

## Advertisements and promotional information

When advertising our products we will:

- not provide any guarantees to students about the successful completion of training or any particular employment outcome that is outside of the control of Jigsaw Training Group;
- only advertise those qualifications or units of competency that are listed as current on the Jigsaw Training Group scope of registration;
- identify qualifications in advertising by their full code and title as they appear in the training package and not to represent these qualifications or units of competency in any other way;

- maintain a clear distinction between nationally endorsed training being offered and other training being offered by Jigsaw Training Group;
- not integrate or confuse in any way training that is nationally endorsed with training that is not accredited;
- use the NRT logo only in accordance with the Standards for Registered Training Organisations, Schedule 4;
- identify Jigsaw Training Group in any marketing material by its full RTO code and legal name;
- not refer to another person or organisation in any marketing material without obtaining prior consent and approval;
- clearly distinguish where training and assessment is being delivered on behalf of Jigsaw Training Group by any third party organisation;
- include details about any government funded subsidy or other financial support arrangements associated with the provision of training and assessment;

### Marketing non-accredited training

When Jigsaw Training Group is promoting non-accredited training it will clearly distinguish between nationally recognised training and that which is not nationally recognised. The NRT logo must not be used in association with non-accredited training.

### Informing students of their rights and obligations

Jigsaw Training Group will inform students prior to their enrolment about their rights and obligations, about the services to be provided and about the payment of fees, other charges and refund arrangements.

## PARTNERSHIP/THIRD PARTY ARRANGEMENTS

Jigsaw Training Group acknowledges that we are accountable for the quality of training and assessment provided on our behalf. We therefore ensure that any partnership arrangements (or outsourced arrangement) are underpinned by a clearly articulated agreement that fully expresses the roles and responsibilities of each party and that the arrangements to monitor compliance with these arrangements. The level of documentation and monitoring will be appropriate to the level of complexity of the arrangements with our partners and the level of risk to the quality of training and assessment outcomes for students.

### What are partnering arrangements?

A partnering arrangement exists where an organisation (which may or may not be an RTO) enters into an agreement to deliver training and/or assessment services on behalf of Jigsaw Training Group. A partnership arrangement also exists where another organisation is contracted by Jigsaw Training Group to perform the services of recruiting students into training programs.

### Monitoring partnering arrangements

All third parties providers will be monitored to ensure that both parties are meeting their obligations and that the services being provided comply with the Standards for Registered Training Organisations.

### Marketing by Partners

Marketing material used by partners must be approved by Jigsaw Training Group. This includes course brochures, student information that is issued prior to enrolment, advertisements, etc and must meet the requirements specified under the 4.1 of the Standards for Registered Training Organisations (RTOs) 2015.

### Records Retention by Partners

Jigsaw Training Group collects and retain all records of training and assessment delivered on its behalf by partnering organisations. These are to be the original records and are to include completed student assessment items

### Issuing qualifications and statements of attainment

Under no circumstances are partnering organisations to be given any approval to issue qualifications or statements of attainment on behalf of Jigsaw Training Group. In all circumstances, records detailing the outcomes of assessment will be returned to Jigsaw Training Group and when particular course outcomes have been completed, Jigsaw Training Group will produce the relevant certificate and mail this directly to the student.

Jigsaw Training Group does not support the dual branding on qualification certificates or statements of attainment. Under no circumstances is a partner's logo or branding to be included on any certificate issued by Jigsaw Training Group.

## Student Engagement and Support Services

Students of partnering organisations must be engaged with prior to their commencement in order to accurately identify their needs and ensure that students are informed of their rights and obligations, the services to be provided and the arrangements for the payment of fees and other charges. Engagement by partners during the student's enrolment process is to be conducted in accordance with the approved enrolment process.

## Managing complaints and appeals

Students undertaking training with partnering organisations have the same rights and obligations as the students completing their training directly with Jigsaw Training Group. This includes the right to make a complaint about services being provided or to appeal any decision that Jigsaw Training Group or the partnering organisation may make. The handling of complaints associated with partnering arrangements is to be in accordance with the complaints and appeals policy.

## TRAINING PACKAGE TRANSITION

At Jigsaw Training Group we acknowledge our obligation to remain informed of changes to training packages and to establish transition arrangements for existing students and those students who may be enrolled during a transition period.

Students will be kept informed on changes changes to the applicable qualification and provided with the options available to them so that they understand their options in any decision they may take. Students are not to be disadvantaged because of the transition to a new training package.

## Background

Nationally endorsed training packages are amended from time to time under a continuous improvement approach to ensuring that training packages are aligned with industry requirements. In addition to these smaller changes, training packages can be entirely reviewed on a cyclic basis and this often leads to new versions being issued or new training packages being developed and released.

New training packages are published and released using the National Training Register ([training.gov.au](http://training.gov.au)). It is the date of release that marks the date for subsequent transition arrangements.

We aim to ensure that Jigsaw Training Group is delivering the most current outcomes to students and to ensure Jigsaw Training Group actively manage its scope of registration.

## Transition principles

Jigsaw Training Group will follow the following principles to the management of a training package transition:

- Jigsaw Training Group monitors the status of training packages by subscribing to the Training.gov.au notification service and receiving up to date notifications of changes.

- Jigsaw Training Group will initiate transition arrangements in response to training package changes as soon as possible. Current students must have training and assessment completed and existing learners transferred into the replacement training product, within a period of one year from the date the replacement training product was released on the National Register.
- Students who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Jigsaw Training Group scope of registration.
- Where an AQF qualification is no longer current and has not been superseded, all student's training and assessment is to be completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.
- Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all students' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register.
- A new learner must not commence training and assessment in a training product that has been removed or deleted from the National Register.

### Student completion arrangements

Jigsaw Training Group recognises that in accordance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 there is no formal teach out provisions for superseded training products. We will provide clear guidance for how student completions and transitions from superseded training products are to be managed.

Students who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Jigsaw Training Group scope of registration. Students who choose not to transition to a new qualification are to be 'taught out' to the conclusion of their qualifications, provided that the learner will have completed all requirements of the qualification within 12 months from when the replacement training product is released on the National Register. To support this arrangement, the following business rules are to apply:

- Jigsaw Training Group may continue to deliver training and assessment services, and issue awards, to current students of the superseded qualification provided that the training and assessment will be completed within 12 months of the date that the replacement training product is released on the National Register.
- Students who have not completed a superseded training product within 12 following publication of the item being superseded on the national register must be immediately issued with any eligible AQF testamur and transferred to the new qualification.
- Where students elect not to be transferred to the new training product, the student must be issued with any AQF certification documentation for which they are entitled, and the provisions of section 2.1 – Fees and Refunds may apply.
- Except to replace a testamur issued by the RTO previously, an RTO must not issue an AQF testamur to a student for a qualification that was superseded more than 12 months from the date the replacement training product was released on the National Register.

## UNIQUE STUDENT IDENTIFIER

In July 2014 the Student Identifiers Act 2014 was approved and came into effect from the 1st January 2015. All students studying nationally recognised training in Australia from 1st January 2015, will be required to have a Unique Student Identifier (USI). A USI is a reference number made up of numbers and letters. The USI will allow students online access to their training records and results (transcript) through their online USI account. In respect of certificates relating to nationally recognised training being issued by Jigsaw Training Group, the following rules apply:

- Jigsaw Training Group must not include the Student’s USI on either the qualification or statement of attainment. This requirement is specified within the Student Identifiers Act 2014.
- All Students who are not in receipt of a verified USI must not be issued a certificates relating to nationally recognised training, unless an exemption applies under the Student Identifiers Act 2014.
- Where an exemption apply to the above requirement, Jigsaw Training Group must inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

## CHANGES TO AGREED SERVICES

Jigsaw Training Group has a commitment to all learners and other customers to provide all agreed services to the satisfaction of the learner or customer. Jigsaw Training Group recognises that there may be unforeseen circumstances which prevent us from delivering the agreed upon services. Should this situation occur, Jigsaw Training Group will take the following action:

- The reason for the inability to deliver the services as agreed will be brought to the attention of the General and Training Manager.
- These managers, in collaboration with other relevant staff members, will assess the impact of the necessary changes to the agreed upon services upon the learner or customer and
- The General Manager, in collaboration with other relevant staff members, will develop a plan of proposed action in order to ensure that alternative action which meets the needs of the learner or other customer will be implemented.
- The General Manager will delegate the communication of the proposed alternative services to students. This communication will outline the action that Jigsaw Training Group proposes to take in order to ensure that the needs of the student are fully addressed, as well as the reasons why the changes to services are deemed by Jigsaw Training Group to be necessary.
- Where the student does not accept the proposed action to be taken by Jigsaw Training Group, the learner or customer may be entitled to a refund as per the refund policy outlined in this handbook.
- Where an alternative solution is proposed by the student, this will be considered by Jigsaw Training Group and assessed for its feasibility of implementation and its suitability in meeting the needs of the learner or customer.



## INDUSTRY ENGAGEMENT

At Jigsaw Training Group we recognise that engagement with industry representatives is critically important to developing training and assessment strategies and resources that accurately reflect the needs of industry and the expectation of students.

Jigsaw Training Group implements a range of strategies for industry engagement and systematically uses the outcomes of industry engagement to ensure the industry relevance of our training and assessment strategies, practices and resources, and the current industry skills of its trainers and assessors.

## CONTINUOUS IMPROVEMENT

At Jigsaw Training Group we are committed to the continuous improvement of our training and assessment services, student services and our administrative management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.



### Selection of Data

This is a collection of data from learners relating to their expectation and experience of our services to provide a balance of qualitative and quantitative information. The following data is identified for collection and for input into our continuous improvement system:

- Learner satisfaction rates
- Employer satisfaction rates
- Outcomes of complaints and appeals processes
- Opportunities for improvement reported by staff or other stakeholders
- Outcomes of validation and moderation processes
- Outcomes of industry consultation
- Advice or directions from the Australian Skills Quality Authority or the Council of Australian Governments Industry and Skills Council
- Outcomes of management meeting

- Outcomes of internal and external audits

### Collection of Data

Data collection methods will provide maximum opportunity for Jigsaw Training Group to engage with learners and employers and to seek input from our staff and other stakeholders. The primary method of collecting this data is via surveys.

### Analysis of Data

Data is evaluated and measured against broad performance indicators. Areas of concern are raised as a continuous improvement report requiring further consideration.

### Identify and Act on Improvement Opportunities

Once improvements have been identified, they are reviewed via our Management Team with clearly defined improvement actions, implementing responsibilities and validation.

Based on the review by management, items will be either progressed as an improvement action or not. All items are ultimately being progressed toward completion and this regular review by management ensures that items are monitored and those responsible for progressing improvement actions are accountable.

### Monitor Improvement

Like all changes to a complex system, improvements must be validated to confirm that they have produced the intended result. This is achieved through the collection of further data over time to evaluate the improvement's effect on the system and how it has been received by learners and/or employers.

## TRAINER COMPETENCY REQUIREMENTS

In accordance with the Standards for Registered Training Organisations (RTOs) 2015 trainers and assessors employed by Jigsaw Training Group are required to meet specific competency requirements to deliver training and assessment services as a Registered Training Organisation. It is summarised here to provide clarity on the preferred approach to this requirement by Jigsaw Training Group

### Vocational Competency

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. In determining requirements for vocational competency, Jigsaw Training Group will also have regard to Training Packages which include advice specific to the industry related to the vocational competencies of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing.

Jigsaw Training Group adheres to the requirements of the Standards for Registered Training Organisations (RTOs) 2015 which require that training and assessment is delivered only by persons who have:

- Vocational competencies at least to the level being delivered and assessed. This means that they either hold the actual unit of competency or hold an equivalent unit of competency

- If the nominated trainer does not hold the actual or an equivalent unit of competency then they may provide other supporting evidence to demonstrate their competency to the level being delivered and assessed. This other evidence should be presented like an RPL application and should overwhelmingly demonstrate the trainer’s competency. Evidence may include certified copies of higher or related qualification or statements of attainment, work samples, employer references, resume, referees contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering.

### Training and Assessment Competency

In accordance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015, Trainers and Assessors must hold TAE40116 Certificate IV in Training and Assessment (or its successor); or TAE40110 Certificate IV in Training and Assessment; and

- a. TAELLN411 Address adult language, literacy and numeracy skills or its successor; or
- b. TAELLN401A Address adult language, literacy and numeracy skills; and
- c. TAEASS502 Design and develop assessment tools or its successor; or
- d. TAEASS502A Design and develop assessment tools; or
- e. TAEASS502B Design and develop assessment tools

or

A Diploma or higher level qualification in adult education.

### Trainer Currency and Professional Development

It is a requirement to provide for the continued professional development of staff members in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

This includes ensuring that staff maintain the currency of their knowledge and skills relevant to the training and assessment being delivered or the role they perform. This requirement has three specified components:

- Continued development of their vocational competence (i.e. trade / industry skills and knowledge);
- Continued development of their training and assessment competence (if applicable to role); and
- Continued development of their awareness of applicable legislative and enterprise requirements.

To achieve this, Jigsaw Training Group will implement professional development in two strategies:

- Individual professional development, and
- Collective professional development.

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#### Individual professional development

Each Jigsaw Training Group trainer is required to compile an individual professional development plan as part of their trainer matrix. This plan is to be reviewed annually and developed in consultation with the Training Manager.

## Collective professional development

Collective professional development includes all professional development activities organised and facilitated by Jigsaw Training Group for the participation of all staff members. Activities that may be included in collective professional development include:

- In house training;
- Attendance at workshops and seminars;
- Trainers and assessors validation;
- Induction training; and
- Focus groups.

## Training Contractors

Contractors are responsible for ensuring they undertake and fund their own professional development. They are required to provide evidence of professional development to ensure they meet their contractual requirements.

## PRE-ENROLMENT

Before enrolling with us, students are informed about the training, assessment and support services to be provided, and about their rights and obligations. Prospective students seeking to enrol with Jigsaw Training Group are admitted using fair, equitable and transparent procedures based on clearly defined, consistent, and equitable criteria.

You will be fully informed about the course you are enrolling in, what the course covers, what qualification you will be provided with and whether it will provide you with pathways to specific employment opportunities and/or other qualifications.

Students will be provided with clear, accurate and up-to-date information, enabling them to make an informed choice about our services. The information provided will be in a format that is easy to access and understand and will consider the potential student's abilities and access to information.

## STUDENT ENROLMENT

At Jigsaw Training Group our approach to enrolment and induction is to provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right fit for the student and their current or future employer.

We strive to identify a student's needs during the enrolment process to ensure that our services to each individual student are appropriately adjusted to allow for their unique requirements.

### Pre-enrolment /enrolment Information to students

When speaking with one of our team, we will establish the individual student needs and ensure that they receive all pre-enrolment information applicable to the program they are interested in. Establishing the client needs is important to ensure that clients enrolling in programs are aligned to training and assessment that meets their vocational requirements in the industry of their choice and ensuring that prospective students are informed about their rights and obligations in starting a course Jigsaw Training Group.

Pre-enrolment information is nearly always provided via email after an initial phone conversation.

The Standards for Registered Training Organisations identify that each learner is properly informed and protected either prior to enrolment or the commencement of training and assessment. At Jigsaw Training Group we achieve this by providing prospective students with the following pre-enrolment information sources:

- This Student Handbook.
- Email
- Course Brochure.
- Schedule of fees and charges

Only once the above has been provided, can a student proceed to make an application for enrolment.

Before any enrolment being confirmed for any short course or full qualification, all applicants will be expected to undertake a Literacy Language and Numeracy Indicator (either online or hard copy).

We also require the following documentation to be completed

- Fully completed enrolment form
- Valid Unique Student Identifier

### Funded training enrolment procedure

Students who are funded under a funding contract may have special enrolment eligibility that apply and these will be managed in line with the respective funding body.

### Enrolments: JobFind

JobFind are a branch of the Angus Knight group of companies (the same company owns Jigsaw Training Group). The cohort of learners for this are short and long term unemployed who complete short and certificate courses us.

All Employment Consultants have access to our website and are provided with course information for the different courses delivered by their clients for Jigsaw Training Group. The Employment Consultant and JobSeeker meet and discuss the different options for training. In consultation with their Employment Consultant they chose the particular course which best suits they own needs.

With the assistance of the Employment Consultant they complete a special dedicated online enrolment form.

As the training programs delivered to referred students from JobFind are short in nature, assessment of language, literacy and numeracy skills aligned with the Australian Jigsaw Skills Framework occurs on the first day of training prior to the commencement of scheduled delivery. This ensures that students are assessed on suitability to continue with the training, and that the trainer and assessor can ensure that the necessary support is provided to students to maximise their potential for successful completion.

These language, literacy and numeracy assessments are contextualised for the specific training program for which the student is enrolled.

### Informing all students of changes

If at any time there is a change to the agreed services to be provided or policies relating to the student's rights and the payment of fees and other charges, Jigsaw Training Group must advise current students prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Jigsaw Training Group.

## MANAGING INDIVIDUAL NEEDS

During the enrolment process Jigsaw Training Group personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how to best provide services to each learner in order to maximise their chances of successfully completing the selected training program.

We engage with students in the following ways:

### **First Point of Contact/Interview.**

During the first point of contact, the student will be engaged either over the phone or in person to determine their training requirements and their vocational goal. This information will be used to align the learner with a program that we offer or to refer the student to a different training organisation. Following the first point of contact, the learner sent an email and course information.

### **Enrolment form.**

Enrolment form includes specific questions for the learner regarding their cultural and educational background. Enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the student if they have any individual needs that may prevent their full participation in the training program. This information is gathered and considered during the enrolment interview.

### **Literacy Language and Numeracy Indicator**

Once the enrolment has been received, the student will be contacted by our team to complete the online LLN Indicator, which will be forwarded to the Administration for action.

### **Administration**

The enrolment documentation and LLN will be reviewed. Language, Literacy and Numeracy needs, or reasonable adjustments requirements are communicated to the trainer, so the student is provided with the best chance of completing their training.

This multipoint approach ensures that learners entering a training program with Jigsaw Training Group will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider

In summary, if support needs are identified at the pre-enrolment stage, students can expect the following support

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Minor LLN deficiency that would inhibit the participation	Scheduled training during a weekday only. Allocate an additional trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available. A verbal course can be offered and course structured altered to accommodate the student.

Individual need	Support Service
Significant LLN deficiency that would prevent participation and completion of the course	Refer the student to TAFE to complete Course in Language, Literacy and Numeracy
Recognised difficulties in studying and learning	<p>Where appropriate to the program students identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the student and to engage the student in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct student back to the course reference material in order to encourage their individual self-paced effort.</p> <p>The following online resources are also useful for providing student support to study:</p> <p>Effective Study Skills - A useful quick overview of study skills  <a href="http://www.adprima.com/studyouf.htm">www.adprima.com/studyouf.htm</a>            How to Study - A large directory to study skills websites, including how to study in specific subject areas. <a href="http://www.howtostudy.org">www.howtostudy.org</a>            Study Skills Self Help - Covers important skills such as time management, note taking and exam preparation. - <a href="http://www.ucc.vt.edu/stdysk/stdyhlp.html">www.ucc.vt.edu/stdysk/stdyhlp.html</a></p>
English as second language	A verbal course can be offered and course structured altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Student suffers from a nervous/anxiety disorder.	We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a relaxed mode without time pressures.
Inadequate clothing to participate in training	Student may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society.
Student requires counselling support and advice about their personal situation	Student may be referred to: <ul style="list-style-type: none"> <li>- Lifeline 13 11 14</li> <li>- Beyond Blue 1300 22 4636</li> <li>- Salvation Army Family Welfare Centres</li> <li>- Catholic Care, Family Support Service</li> </ul>
Students with a disability or medical condition	All possible allowances may be provided to persons with disabilities. Assessors are to use their judgement in assessing the student's ability to perform tasks in a safe manner.
Students with visual impairment	Students with visual impairment can be supported by supplying internal learning resources with a larger printed font. Students can also be supplied with audio recordings of learning sessions where appropriate.
Students who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness

Other individual needs can be considered on a case-by-case basis.

## CORE SKILLS SUPPORT

Core 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 comprehending written work instructions and producing written documents. The Australian Jigsaw Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy.

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 core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

To support this approach Jigsaw Training Group will:

- Assess a student’s core skills during their enrolment on an as needed basis 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 detail of the core skills assistance available;
- Refer students to external language, literacy and numeracy support services that are beyond the support available within Jigsaw Training Group and where this level of support is assessed as necessary; and
- Negotiate an extension of time and other support arrangements to assist students to complete training programs if necessary.

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

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

- Negotiate a training program with the student that recognises that additional time will be required to appropriately support the student to complete the training.
- Obtain a strong commitment from the student that they will provide personal effort that is in addition to that normally required to undertake the training program.
- If agreed to by the student, engage with the student’s employer to negotiate the additional time and effort required to appropriately support the student during the training program.
- Provide the student with a list of the words and terms which are highly relevant to the workplace skills and knowledge being delivered within the training program. This list should be practised with the student to get them comfortable with identifying the words and their meaning. This list should be expanded over time and acts as a “vocational vocabulary” and will focus the student on small steps of achievement.
- Program sessions where learning information that would usually be delivered to the student via their own reading is presented to the student verbally and is supported by questions and answers.
- Make arrangement to regularly engage via teleconference with the student to monitor their progress and adjust the support strategies.

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

Where it is determined that a student has skills needs which are beyond the support available within Jigsaw Training Group, the student should be referred for dedicated language, literacy and numeracy training. This training is available through most public (TAFE) training providers as well as providers of migrant services and specialist providers of adult language, literacy and numeracy assistance programs.



## Deciding to refer the student

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

As a general guide if the student does not currently possess the basic skills to perform training and development tasks in the workplace, they should be referred for assistance which should occur prior to enrolment with Jigsaw Training Group.

If the student's skills are adequate for the workplace but will hinder their participation in training, they should not be referred. Instead, Jigsaw Training Group is to design and implement suitable support services to enable their training and assessment.

## FEES AND REFUNDS

Jigsaw Training Group is entitled to charge fees for services provided to students undertaking training and assessment that leads to a nationally recognised outcome. These charges are generally for items such as course materials, text books, student services and training and assessment services.

### Fees payable

Fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be made prior to commencing training or within 10 days of receiving an invoice from Jigsaw Training Group. Jigsaw Training Group may discontinue training if fees are not paid in accordance with the agreed fee schedule. The current fees and charges for Jigsaw Training Group are published within the current schedule of fees and charges.

### Schedule of Fees and Charges

The General Manager is responsible for approving Jigsaw Training Group Schedule of Fees and Charges. The schedule of fees and charges is to include the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
- 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 Jigsaw Training Group to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing students, group bookings etc;
- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to students who are deemed not yet competent on completion of training and assessment; and
- Jigsaw Training Group refund business process.

### Replacement of text and training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, Jigsaw Training Group 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.

## REFUND POLICY

The purpose of this policy is to inform all staff of Jigsaw Training Group and students of the process by which a tuition refund may be granted, under what circumstances and to what extent.

The policy applies to all students who pay a fee for training to Jigsaw Training Group.

### Policy Statement

In accordance with the Standards for Registered Training Organisations 2015, and in line with any funding contracts held by the RTO's, due consideration will be provided to all students in relation to the issuing of a refund.

### Policy Principles

Course refunds will be considered under the following circumstances:

#### RTO Initiated Change

Where we have changed a program date, time, location or other changes not listed here and the student is unable to complete their program under the new format, a full or partial refund will be offered.

The amount of refund will be subject to the amount of training already completed by the student.

The refund will be paid directly to the nominated bank account of the person/organisation who paid the initial invoice.

Course refunds will not be considered under the following circumstances:

#### Student Initiated Withdrawal

No refund will be provided once a student has enrolled and commenced their training. For the purposes of this policy, the term "commenced their training" is the date the student was sent an email or letter confirming their enrolment into a program.

Specifically, refunds will not be issued under the following circumstances:

- Student changes their mind or does not need to do the course any longer
- Students employment, personal or financial status changes
- Student has commenced training
- Student decides course is "too difficult"
- Student is terminated from course. This may include non-submission of work, behavioural issues or academic misconduct.

### Instalment Payments

If a student is paying their course fee via instalments, no refunds will be issued on payments already received. The balance of the course fee will be voided.

Refunds will only be considered where it is required by state or federal law.

## Funded Training

If a student has been funded under a State Contract whereby they have contributed to payment towards their training, we will abide by the prescribed refund policies set out in any signed contract and as detailed below. If there is no guidance regarding refunds in the contract, the pre-existing Refund Policy will be applied.

Jigsaw Training Group offers funding through its contracts with the Department of Education, Small Business and Training and Construction Skills Queensland.

## Procedure

Any student enquiring about a refund request (by phone and/or email) will be emailed the Refund Request Form by Administration.

Students must forward the completed and signed form to the Administration Head Office by email to [info@jigsawindustrytraining](mailto:info@jigsawindustrytraining) or by post to 18 Rawlins Street, Southport Qld 4215. Once the Refund Request Form is received by the Student Services Department, the following steps will be carried out internally:

Administration will acknowledge receipt of the Refund Request Form by emailing the student. A file note will be made against the student's account in the student management system regarding the receipt date of the form.

A copy of the Refund Request Form will be saved into the student's folder in the student management system.

Administration will record all details of the refund request in the Refund Register. The following details will be noted:

- the student's full name
- receipt date of the Refund Request Form
- the nature of the refund
- the outcome and/or solution offered
- the student's response to the outcome and/or solution offered (if applicable)

The Refund Request Form will be forwarded to the General Manager or delegate for review. The General Manager will advise Administration the refund decision with 20 business days and the student will be advised by Administration of the decision.

If a full or partial refund is approved – the refund request will be forwarded to accounts for remittance in the student account.

The student should expect to receive the refund amount within 14 business days from the approval date. Details of the processed refund amount will be recorded in the Refund Register by Administration.

## Our Guarantee to Clients

If for any reason Jigsaw Training Group is unable to fulfil its service agreement with a student, Jigsaw Training Group 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.

## Limiting fees being paid in advance

Jigsaw Training Group acknowledges that it has a responsibility under the Standards for Registered Training Organisations to limit the fees paid by students in advance of their training and assessment services being delivered. To meet our responsibilities Jigsaw Training Group may accept payment of no more than \$1,500 from each student prior to the commencement of the course. This requirement applies regardless of the payment for the fees are being made directly or through a third party.

Following the course commencement, Jigsaw Training Group may require payment of additional fees in scheduled payments in advance from the student but only such that at any given time, the total amount required to be paid in advance does not exceed \$1,500.

## Payment of GST

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course.

Where a student is enrolled in a course which is offering units of competency or a whole qualification, the course fees attached to this enrolment will be exempt from the payment of GST.

GST does apply on the payment of some miscellaneous charges where these charges are in addition to and outside the normal services offered in a course.

## Miscellaneous Charges

Jigsaw Training Group will levy some miscellaneous charges for services. These may include:

- Re-issuing a certificate after it has been initially issued to a student.
- Replacing issued learning materials which the student has lost or damaged
- Re-assessment services
- Photocopy fee

These miscellaneous charges are to be clearly specified in Jigsaw Training Group Schedule of Fees and Charges. It is to be made clear if these services will include GST. All miscellaneous charges are to be based on a cost recovery basis and are not intended to be a source of profit.

## Student complaints about fees or refunds

Students who are unhappy with Jigsaw Training Group arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Jigsaw Training Group complaints policy and business processes.

## Funded Training Contracts

If a student has been funded under a State Contract whereby they have contributed to payment towards their training, Jigsaw Training Group will abide by the prescribed refund policies set out in any signed contract between Jigsaw Training Group and the State Department and as detailed below. If there is no guidance regarding refunds in the contract, the Jigsaw Training Group Refund Policy will be applied.

### Construction Skills Queensland (CSQ) Funding Contract

As per the Jigsaw Training Group Refund Policy

### Queensland Department of Education, Small Business and Training (Certificate 3 Guarantee Program)

As per the Jigsaw Training Group Refund Policy

### **Queensland Department of Education, Small Business and Training (User Choice Program)**

Any student enrolled with Jigsaw Training Group who withdraws from training will per unit receive a full refund for any contribution fees paid but not commenced. Students will be provided with a proportionate refund for any unit of competency commenced but withdrawn from prior to successful completion. This will be based on the unit hours completed. Any monies paid by an employer (beyond the contribution fee) will be refunded should the student withdraw from training.

## **ISSUE OF CERTIFICATES AND OUTCOMES**

Jigsaw Training Group shall ensure qualifications issued are those that are currently on its scope of registration and certify the achievement of the relevant AQF qualifications and or units of competency/accredited courses.

A qualification must be issued if a student can demonstrate suitable competence against the relevant units of competency specified within the endorsed industry training package.

In the vocational education and training sector, a Statement of Attainment must also be issued when an individual has completed one or more accredited units of competency, without completing an entire qualification.

Jigsaw Training Group is required to issue qualifications or statements of attainment to those students who have achieved the required outcomes within 30 days of the learner being assessed as having met all of the requirements for the training product in which they are enrolled. In addition to achieving the required outcomes, students must have paid all fees owed to Jigsaw Training Group to be eligible to receive their certificate.

We recognise our responsibility to comply with this requirement in accordance with the Standards for Registered Training Organisations.

### **Record Retention and Reporting**

Jigsaw Training Group is required to maintain a register of AQF qualifications and statements of attainment it has issued. This is maintained within the Student Management System. Jigsaw Training Group is also required to retain records of AQF certification documentation issued for a period of 30 years and must provide reports of qualifications and statements of attainment it has issued to the Australian Skills Quality Authority on request.

### **Qualifications Issuance**

Jigsaw Training Group will ensure that qualifications and statements of attainment are only issued to learners when the learner has been assessed as meeting all requirements of the relevant training product/s. This is in accordance with Clause 3.1 of the Standards for Registered Training Organisations (RTOs) 2015, which states:

*“The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.”*

### **Format for a Qualification/Statements of Attainment**

All qualifications and Statements of Attainment issued by Jigsaw Training Group will follow the requirements of the Australian Qualifications Framework (AQF), Second Edition, and Schedule 5 of the Standards for Registered Training Organisations (RTOs) 2015. This includes ensuring that measures are taken to reduce fraud prevention.

## Skills Sets

When a skill set has been achieved by a student a Statements of Attainments is issued to recognise achievement of a skill set. The statement of attainment is to contain the name of the skill set and a statement using the wording given in the Training Package to indicate whether the skill set meets a licensing or regulatory requirement or an identified industry need.

## Re-issue of Certificates

Jigsaw Training Group acknowledges the requirement to provide past and present students with re-issued qualifications and statements of attainment when required. The following principles are to be applied to reissuing Qualifications and Statements of Attainments:

- Re-issues will only be produced for the individual to whom the Qualification or Statement of Attainment was originally issued. The individual must make a written request to Jigsaw Training Group for a re-issue and must verify their identity by providing a license, birth certificate, passport or other formal identity document in support of the request and their updated personal information.
- Jigsaw Training Group charges a fee for reissue of Qualifications or Statements of Attainments. For a full list of current fees and charges please refer to Jigsaw Training Group schedule of fees and charges.
- All re-issues issued by Jigsaw Training Group will be replicas of the original document, including the ‘student name’, ‘student number’ and other distinguishing features such as paper weight and the logo or corporate identifier in the top centre of the certificate.”
- The re-issue will be published using our Student Management System using the existing qualification that has been retained in this system.
- Re-issues are required to comply with the AQF requirements; identify the RTO by its national provider number from Training.gov.au; include the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use. These requirements are consistent with those for the original issue of a Qualification or Statement of Attainment.
- Once authorised, the re-issue is to be issued to the student via email or post.

## Record keeping requirements

In accordance with the requirements of the Australian Qualifications Framework (AQF), Second Edition, and Schedule 5 of the Standards for Registered Training Organisations (RTOs) 2015, Jigsaw Training Group will:

- Maintain a register of all AQF qualifications and statements of attainments it is authorised to issue and of all AQF qualifications issued;
- Retain records of AQF documentation issued for a period of 30 years;
- Provide reports of its records of qualifications issued to the Australian Skills Quality Authority on a regular basis as determined by the Australian Skills Quality Authority;
- Provide reports of its records of statements of attainment issued to the Australian Skills Quality Authority on a regular basis, as determined by the Australian Skills Quality Authority.

## COMPLAINTS HANDLING

Jigsaw Training Group is committed to providing a fair and transparent complaint handling process.

### Policy Statement

Jigsaw Training Group are committed to providing students, staff and stakeholders the best possible environment in which to study or work. We understand that on occasion, there may be instances of dissatisfaction and acknowledges that the cause(s) must be addressed and rectified promptly.

In such instances, Jigsaw Training Group invites feedback from the dissatisfied party so that a resolution can be found and as an opportunity to consolidate the feedback into a review and improvement of business processes.

Jigsaw Training Group will address any and all complaints in a fair, constructive and timely manner. The complainant has the right for their complaint to be heard and for an impartial decision to be made at no cost to themselves, except where the complainant chooses to have the matter resolved by a third party where a cost is imposed.

### Complainants have the right to appeal a decision.

This policy and associated business process enables Jigsaw Training Group to provide a process for complaints to be heard and actioned. All complaints received by Jigsaw Training Group will be viewed as an opportunity for improvement.

### What is a complaint?

A complaint is generally negative feedback about services or staff which has not been resolved locally. A complaint may be received by Jigsaw Training Group 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.

### Early resolution of complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved.

### Relationship to continuous improvement

Frequently, the complaints handling process will expose weaknesses in the training and assessment system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement.

## Complaint handling principles

Jigsaw Training Group will apply the following principles to its complaints handling:

- A written record of all complaints is to be kept by Jigsaw Training Group including all details of lodgement, response and resolution. The complaints register is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaint handling must be stored securely to prevent access to unauthorised personnel.
- A complainant is to be provided an opportunity to formally present his or her case at no cost.
- Each complainant may be accompanied and/or assisted by a support person at any relevant meeting.
- The complaints policy must be publicly available. This means that the complaints policy and associated business processes must be published on the Jigsaw Training Group website.
- The handling of a complaint is to commence within seven (7) working days of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable.
- The complainant is to be provided a written response to the complaint, including details of the reasons for the outcome. A written response must be provided to the complainant within fourteen (14) days of the lodgement of the complaint.
- Complaints must be resolved to a final outcome within sixty (60) days of the complaint being initially received. Where Jigsaw Training Group General Manager considers that more than 60 calendar days are required to process and finalise the complaint, the General Manager must inform the complainant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Jigsaw Training Group should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within thirty (30) days is considered acceptable and in the best interest of Jigsaw Training Group and the complainant. A complainant should also be provided with regular updates to inform them of the progress of the complaint handling. Updates should be provided to the complainant at a minimum of four (4) weekly intervals.
- Jigsaw Training Group shall maintain the enrolment of the complainant during the complaint handling process.
- Decisions or outcomes of the complaint handling process that find in the favour of the student shall be implemented immediately.
- Complaints are to be handled in the strictest of confidence. No Jigsaw Training Group representative is to disclose information to any person without the permission of Jigsaw Training Group General Manager. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given using the Information Release Form.
- Complaints are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the complaint handling process. This means that the complainant is entitled to be heard with access to all relevant information and with the right of reply. The complainant is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally the decision must be made based on logical evidence and decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations. Further guidance on principles of natural justice and procedural fairness can be accessed at the following link: [Principles of Natural Justice and Procedural Fairness](#)



## Review by external agency

Where the complainant is not satisfied with the handling of the matter by Jigsaw Training Group they have the opportunity for a body that is independent of Jigsaw Training Group to review his or her complaint following the internal completion of complaint handling process. In these circumstances the Jigsaw Training Group General Manager will advise of an appropriate party independent of Jigsaw Training Group to review the complaint (and its subsequent handling) and provide advice to Jigsaw Training Group in regards to the recommended outcomes. This advice is to be accepted as final and advised to the complainant in writing.

A complainant who remains not satisfied with the process applied by Jigsaw Training Group following review by an independent party may refer their grievance to the Australian Skills Quality Authority. Students are to be advised that the Australian Skills Quality Authority will require the student to have exhausted all avenues through Jigsaw Training Group internal complaints handling procedure before taking this option.

Jigsaw Training Group considers that it would be extremely unlikely that complaints and appeals are not able to be resolved quickly within Jigsaw Training Group internal arrangements.

## Complaints Handling Procedure

Matters that cannot be resolved at the time they occur should be referred to Jigsaw Training Group General Manager for review. The following procedure is to be followed when a complaint form is received:

- A Complaints Form is received by Jigsaw Training Group and is to be immediately recorded into Jigsaw Training Group Complaints and Appeals Register.
- Complaints which are received in other forms such as phone or email are to be detailed on a Complaints and Appeals Form by the person (staff member) receiving the complaint and then recorded in the Complaints and Appeals Register.
- The Complaints and Appeals Form is to be forwarded to the General Manager who is to review the matter and make recommendation as to how to respond to the matter. The General Manager may choose to consult with the complainant, with others within Jigsaw Training Group or relevant agencies external to Jigsaw Training Group in determining their recommendations.
- The General Manager may choose to make inquiries about the matter or may task another person to research the matter against relevant business process.
- The General Manager is to commence their review of the complaint within seven (7) working days from the date the complaint was submitted.
- The General Manager is to finalise their response to the complainant and provide the complainant a response as soon as possible but no later than fourteen (14) working days from when the complaint was submitted.
- The General Manager is to communicate the response to the complainant personally either during a meeting or via the telephone. Complaint responses are not to be provided to the complainant via any third-party or via electronic communication such as e-mail. The General Manager is to seek feedback from the complainant about their level of satisfaction with the complaint outcome and advise the complainant of their options if they are not completely satisfied with the outcome.
- Where the complainant is not satisfied with the outcome of the complaint handling, the General Manager is to arrange for the complaint to be considered by an appropriate independent third-party. The independent third-party is required to respond with their recommendations within fourteen (14) days of their review being requested.
- A complainant who remains not satisfied with the process applied by Jigsaw Training Group following review by an independent party may refer their grievance to the Australian Skills Quality Authority. Students are to be advised that the Australian Skills Quality Authority will require the student to have

exhausted all avenues through Jigsaw Training Group internal complaints handling procedure before taking this option.

- The response to the complainant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the complaint.
- Opportunities for improvement that were identified as a result of the complaint are to be recorded in a Continuous Improvement Report and submitted for the next Management Team meeting. The General Manager may, at his or her discretion, follow-up with the complainant after consideration by the Management Team to inform the complainant of the improvement actions identified.
- The Complaints and Appeals Register is to be kept up to date at all times to accurately reflect how the matter was responded to and the duration from the date the complaint was received to the date the complaint was resolved.

### Delays in complaint finalisation

As per the requirements of the Standards for Registered Training Organisations (RTOs) 2015, where Jigsaw Training Group considers that more than 60 calendar days are required to process and finalise a complaint, Jigsaw Training Group will inform the complainant in writing, outlining the reasons why more than 60 calendar days are required; and regularly updates the complainant on the progress of the matter.

## APPEALS HANDLING

Jigsaw Training Group is committed to providing a fair and transparent appeals handling process.

### Policy Statement

Jigsaw Training Group are committed to providing Students, staff and stakeholders the best possible environment in which to study or work. The organisations understand that on occasion, there may be instances of dissatisfaction and acknowledges that the cause(s) must be addressed and rectified promptly.

In such instances, Jigsaw Training Group invites feedback from the dissatisfied party so that a resolution can be found and as an opportunity to consolidate the feedback into a review and improvement of business processes.

Jigsaw Training Group will address any and all appeals in a fair, constructive and timely manner. The complainant has the right for their appeal to be heard and for an impartial decision to be made at no cost to themselves, except where the appellant chooses to have the matter resolved by a third party where a cost is imposed.

This policy and associated business process enables Jigsaw Training Group to provide a process for appeals to be heard and actioned. All appeals received by Jigsaw Training Group will be viewed as an opportunity for improvement.

### What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with Jigsaw Training Group. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within twenty eight (20) working days of the decision or finding is informed to the student.

It is important to note that a student may appeal any decision that Jigsaw Training Group may make. Contrary to the popular belief that appeal relates only to assessment decisions, appeals can relate to administrative decisions that Jigsaw Training Group may make. Examples of this include an appeal of a decision to deny a refund or to deny an application for credit transfer. As the process for handling and assessment appeal

compared with an appeal of an administrative decision is slightly different, this difference has been catered for within this business process with adjusted processes for both situations.

## Early resolution of appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It can often be the case that a student's decision to make an appeal can be avoided by proper communication and consultation with students at the time a decision is made.

## Relationship to continuous improvement

Frequently, the appeals handling process will expose weaknesses in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement.

## Appeal handling principles

Jigsaw Training Group will apply the following principles to its appeals handling:

- A written record of all appeals is to be kept by Jigsaw Training Group including all details of lodgement, response and resolution. The appeals register is to be used to record the details of the appeal and to maintain a chronological journal of events during the appeal handling process. Records relating to appeal handling must be stored securely to prevent access to unauthorised personnel.
- An appellant is to be provided an opportunity to formally present his or her case at no cost.
- Each appellant may be accompanied and/or assisted by a support person at any relevant meeting.
- The handling of an appeal is to commence within seven (7) working days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.
- The appellant is to be provided a written response to the appeal, including details of the reasons for the outcome. A written response must be provided to the appellant within fourteen (14) days of the lodgement of the appeal.
- Appeals must be resolved to a final outcome within sixty (60) days of the appeal being initially received. Where Jigsaw Training Group General Manager considers that more than 60 calendar days are required to process and finalise the appeal, the General Manager must inform the appellant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Jigsaw Training Group should attempt to resolve appeals as soon as possible. A timeframe to resolve an appeal within thirty (30) days is considered acceptable and in the best interest of Jigsaw Training Group and the appellant. An appellant should also be provided with regular updates to inform them of the progress of the appeal handling. Updates should be provided to the appellant at a minimum of four (4) weekly intervals.
- Jigsaw Training Group shall maintain the enrolment of the appellant during the appeal handling process.
- Decisions or outcomes of the appeal handling process that find in the favour of the appellant shall be implemented immediately.
- Appeals are to be handled in the strictest of confidence. No Jigsaw Training Group representative is to disclose information to any person without the permission of Jigsaw Training Group General Manager. A decision to release information to third parties can only to be made after the appellant has given permission for this release to occur. This permission should be given using the Information Release Form.
- Appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the appeal handling process. This means that the appellant is entitled to be heard with access to all relevant information and with the right of reply. The appellant is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision.

- Finally the decision must be made based on logical evidence and decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations. Further guidance on principles of natural justice and procedural fairness can be accessed at the following link: [Principles of Natural Justice and Procedural Fairness](#)

## Principles of Natural Justice and Procedural Fairness

### The Hearing Rule

Any party who may be adversely affected by the complaint is given the opportunity to provide their version of events prior to any final decisions being made. The party will be provided with full, factual detail (as well as documentary evidence which is not bound by legal advice) on the allegations against them in order for them to formulate a response.

### The Bias Rule

The person who has the final say in how the complaint is resolved will be completely impartial to both parties. For example, where a student is disputing an assessment decision, the decision maker of the complaint cannot be the person who undertook the assessment.

### The No Evidence Rule

Any decision made will be based on logical evidence and consider all considerations, any relevant legislation and responses made by both parties.

## Review by external agency

Where the appellant is not satisfied with the handling of the matter by Jigsaw Training Group, they have the opportunity for a person that is independent of Jigsaw Training Group to review their appeal following the internal completion of an appeal handling process. In these circumstances, the Jigsaw Training Group General Manager will advise of an appropriate party independent of Jigsaw Training Group to review the appeal (and its subsequent handling) and provide advice to Jigsaw Training Group in regards to the recommended outcomes. This advice is to be accepted as final and advised to the appellant in writing.

If the appellant is seeking a refund of their tuition fees based on an unfavourable outcome, this may be considered by the General Manager on its merits. If the General Manager does not approve a refund and considers that Jigsaw Training Group has dealt with the matter appropriately and has provided the student all reasonable opportunity to demonstrate their competence, the student is to be advised of the opportunity to refer the matter to the relevant government department in relation to their dispute over the requested refund.

Jigsaw Training Group considers that it would be extremely unlikely that appeals are not able to be resolved quickly within Jigsaw Training Group internal arrangements.

## Appeals Handling Procedure

The following procedure is to be followed when an application to appeal a decision is received:

- An application to appeal a decision is received by Jigsaw Training Group and is to be immediately recorded into Jigsaw Training Group Complaints and Appeals Register. An application to appeal a decision must be submitted in writing.
- The application to appeal a decision is to be forwarded to the General Manager who is to review the matter and make recommendation as to how to respond to the matter. The General Manager may choose to consult with the appellant, with others within Jigsaw Training Group or relevant agencies external to Jigsaw Training Group in determining their recommendations.
- The General Manager may choose to make inquiries about the matter or may task another person to research the matter against relevant policy or legislation.
- The General Manager is to commence their review of an appeal within seven (7) working days from the date the appeal being submitted.

- The General Manager is to finalise their response to the appellant and provide the appellant a response as soon as possible but no later than fourteen (14) working days from when the appeal was submitted.
- The General Manager is to communicate the response to the appellant personally either during a meeting or via the telephone. Appeal responses are not to be provided to the appellant via any third-party or via electronic communication such as e-mail. The General Manager is to seek feedback from the appellant about their level of satisfaction with the appeal outcome and advise the appellant of their options if they are not completely satisfied with the outcome.
- Where the appellant is not satisfied with the outcome of the complaint handling, the General Manager is to arrange for the appeal to be considered by an appropriate independent third-party. The independent third-party is required to respond with their recommendations within fourteen (14) days of their review being requested.
- Where the appeal is in relation to an assessment decision, a reassessment should be recommended. Students participating in a reassessment should be provided with detail counselling about the perceived gaps in their skills and knowledge along with additional training to support their improvement and ability to demonstrate competence. Reassessments should be scheduled to occur as soon as practicable following the outcome of an appeal. The reassessment must be undertaken by a different assessor than was used during the initial assessment. Following the reassessment, the student must be provided with detailed feedback about their performance and the outcome.
- An appellant who remains not satisfied with the process applied by Jigsaw Training Group following review by an independent party may make a complaint to the Australian Skills Quality Authority - the Australian Skills Quality Authority Online Complaint Form Students are to be advised that the Australian Skills Quality Authority will require the student to have exhausted all avenues through Jigsaw Training Group internal appeals handling procedure before taking this option. The response to the appellant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the appeal.
- The General Manager may, at their discretion, follow-up with the appellant after consideration by the Management Team to inform the appellant of the improvement actions identified.
- The Complaints and Appeals Register is to be kept up to date at all times to accurately reflect how the matter was responded to and the duration from the date the appeal was received to the date the appeal was resolved.

### Delays in Appeal finalisation

As per the requirements of the Standards for Registered Training Organisations (RTOs) 2015, where Jigsaw Training Group considers that more than 60 calendar days are required to process and finalise an appeal, Jigsaw Training Group will Inform the appellant in writing, outlining the reasons why more than 60 calendar days are required and regularly updates the appellant on the progress of the matter.

### Appeals Records

Jigsaw Training Group management will accept appeals against an assessment decision for a period no longer than 3 months following the assessment event. During this period Jigsaw Training Group will maintain records of all assessment decisions.

## STUDENT ACCESS TO RECORDS

At Jigsaw Training Group we acknowledge that learners need access to their records in order to monitor their progress and participation. Jigsaw Training Group will facilitate access to records to a student on request.

## Requesting access to records

Students who require access to their records are required to complete a Records Request Form. This form can be obtained from any Jigsaw Training Group staff member. It is the responsibility of all staff to respond positively to these requests and assist the student to complete the request form and facilitate access.

It should be noted that access will only be provided to the student in person and only after identification has been confirmed. Photo ID is required. Jigsaw Training Group also requires the payment of an administrative fee of \$10.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records then this incurs no cost. The student does however need to complete the Records Request Form on all occasions where access is requested. The completed Records Request Form can be submitted to any staff member who will pass the request to the Administration Manager. The Administration Manager will respond to the request within two business days.

## What records can be accessed?

The Records Request Form seeks to identify what specific records are requested to access. These may include hard copy records from your student file which will include enrolment administrative records and assessment evidence or activity data which is contained within the Jigsaw Training Group student management system.

## How are records accessed?

Once a student has requested access to records, a staff member will organise for the student to attend the Jigsaw Training Group office where controlled access will be provided. Controlled access means, hardcopy records may be viewed by the student in the presence of a Jigsaw Training Group staff member.

Students who request activity data from the Jigsaw Training Group student management system can be provided this in a printed report format which details all activity recorded within the student's training plan for any specific enrolment which includes achievement of units of competency.

Students who request to access their records are to be provided with this access at the earliest opportunity. Jigsaw Training Group is committed to maintaining a transparent and equitable training environment.

## Access by external authorities

The Australian Skills Quality Authority is entitled to collect activity data about a student's enrolment and achievements. This information includes all information submitted by the student during the enrolment process. This information is collected for the purpose of auditing participation and the monitoring and reporting of training outcomes. The information provide by students may be accessed by Commonwealth officers and by the National Centre for Vocational Education.

## TRAINING AND ASSESSMENT

All courses delivered by Jigsaw Industry have been developed in line with the requirements of the individual training package, along with industry consultation and internal review to ensure that what we provide to our students meets their needs. All courses are continually reviewed using different methodolgoies and changes implemented based on this feedback. Some of the considerations taken under review are as follows:

Competency Based Assessment simply recognises you as competent, or not competent in each unit of competency.

To achieve a "Competent" grade you must successfully demonstrate competence in each assessable section of each unit. Competency is using your skills and knowledge to perform tasks and duties appropriately in workplace situations to the standard expected in the workplace and by industry consistently over time.

All assessments undertaken by Jigsaw Training Group will meet the requirements of the relevant Training Package.

identify our learner cohort to ensure that the course is at the right level and contextualised to the right learners.

Selecting the most appropriate elective units of competency. We also consider any pre-quesites that qualifications or individual units may require.

Determining a course duration. Jigsaw Training Group remains mindful that there are a number of factors which influence the actual duration of training, and that these factors need to be considered when designing and implementing training and assessment strategies to meet the student needs.

The delivery methods selected for use during training should be clear to a student to ensure that it meets their needs and also shapes the type of resources that we provide our students.

Having qualified trainers who can impart the skills and knowledge required to our learner cohort.

Evaluating our training and assessment to ensure that the training program continues to meet industry requirements. Evaluation strategies may include:

- Surveying students and employers about their satisfaction with training;
- Moderation between trainers to seek out and agree on strategies to improve the training services provided to students;
- Internal auditing by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies; and
- Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements.

## CREDIT TRANSFER (C/T) / NATIONAL RECOGNITION

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

### What is national recognition?

National recognition (also referred to as Credit transfer) is the recognition of learning achieved through formal education and training. Under the Standards for 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 the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is an important to note that national recognition is not recognition of prior learning (RPL). RPL is assessment and is addressed within the Recognition business process.

### When unit codes and titles are different

If national recognition is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought.

As a general guide, if there is no such mapping available then we are not obliged to recognise the unit through national recognition. In these circumstances, the applicant should be referred for recognition in accordance with our Recognition policies and procedures.

## Evidence requirements

An applicant will be required to present their statement of attainment, transcript or qualification for examination by Jigsaw Training Group. These documents will provide the detail of what units of competency the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework, First Edition, 2011. The applicant is required to submit certified copies of the original by a Justice of the Peace (or equivalent), a USI transcript or if required, a verification process will be undertaken by relevant administration staff.

## National recognition guidelines

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

- 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 competency or qualification which are not included in our 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 we do not receive any funding when national recognition is granted.
- National recognition may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for national recognition and the applicant will be advised to seek recognition.
- National recognition will only be issued when the student's enrolment includes at least one other unit of competency for which the student is participating in training or is seeking recognition. Student may not enrol only for national recognition.
- The recognition of a unit of competency under a national recognition arrangement is not contingent on the applicant demonstrating their currency. If the unit has been previously awarded and equivalence can be demonstrated then the unit can be recognised. The currency of the applicant is not a factor to be considered.

## National Recognition Procedure

The following procedure is to be followed when applying for national recognition.

The applicant must complete and submit the following documentation to Jigsaw Training Group:

- Credit Transfer Application Form (signed);
- Certified copy of the qualification or statement of attainment; USI Transcript

On receipt of the application, we will check the qualification or statement of attainment for authenticity and grant national recognition for the units of competency that have been completed at any other Registered Training Organisation.

Where the units of competency do not align with the units of competency requested, further information may be sought from Training Package mapping guides or purchasing guides.

Verified copies of qualifications and statements of attainment used as the basis for granting national recognition will be kept on our Student Management System.



The completed national recognition application form will be signed off by a Jigsaw Training Group delegate and retained on their student's file.

Students will be notified in writing of the outcome of their application by administration. This may include issuing statements of attainment or qualifications awarded through national recognition in accordance with our Certification policies and procedure.

Refunds against granted credit transfer will be determined on a case by case basis and funded students will be calculated against the unit tuition fee of their program.

## ASSESSMENT

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

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or 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.

### Assessing the Unit of Competency

Jigsaw Training Group uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these sometimes are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

### Assessment context

Jigsaw Training Group recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

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

- Where possible, incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the student's workplace performing real workplace tasks where possible.
- 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 the unit of competency.
- Tailoring the program outcomes to meet the needs of the student and industry without compromising the Training Package requirements.

- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within Jigsaw Training Group facilities.
- Provide access or instruction on vocational placement where required by the qualification.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the student is assessed as competent, this also means that the student can transfer the learnt skills and knowledge between different workplaces and context. This is a fundamental element of competency based training and assessment.

## Principles of assessment

In the delivery of assessment services, Jigsaw Training Group 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 competency and which is integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.
- **Reliability.** We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and for 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 a student's needs. Our chosen assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.
- **Fairness.** Our assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

## Collecting evidence that counts – the rules of evidence

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

- **Sufficiency.** We ensure the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.
- **Validity.** We collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the student performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Assessment evidence that is purely academic in nature should be given a lesser priority to

the collection of evidence that relates directly to the student performing the tasks indicative to the unit of competency.

- **Authenticity.** We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's 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. In all instances, where work is submitted external to Jigsaw Training Group (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the student that they certify the work as their own.
- **Currency.** We must be satisfied that the student currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a student's knowledge and skills.

## Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, Jigsaw Training Group will use a standard approach to collect this evidence. We place a high value on the assessment evidence that is gathered by managers or employers 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 and is not to be used as primary evidence.

Assessors are to engage with industry representatives directly and collect evidence about a student's performance through discussion with managers. This discussion will be based on observable workplace tasks and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.

## Competence of assessors

In accordance with the Standards for Registered Training Organisations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed and be able to map to this. Jigsaw Training Group has appropriate systems in place to ensure that all staff members and training contractors are appropriately qualified to meet our requirement under the Standards for Registered Training Organisations.

## Assessment tools

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. It is important for Jigsaw Training Group staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. Jigsaw Training Group staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment.

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
- Projects/ Assignments
- Workplace templates;
- Theory assessments
- Portfolios, for example collections of work samples by the student;
- Product with supporting documentation or journal/log book;

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

Completed assessment tools are to be retained within the student record in accordance with the Records Retention and Management policy and process.

## Assessment information

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

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how.
- The expected outcomes refer to the ‘what’ and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the student’s preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their 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 every student, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

At Jigsaw Training Group our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity.

## 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 our process 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 Jigsaw Training Group 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 reviewed through mutual agreement.

## Assessment Procedure

When preparing for an assessment, the student can expect the following steps to be undertaken

### **Prepare the student.**

The assessor meets with the student(s) to explain the context and purpose of the assessment and the assessment process, units of competency to be assessed and the evidence to be collected; They will outline the assessment procedure and the preparation the student should undertake, and answer any questions.

The assessor will assess the needs of the student(s) and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;

Ensure that they obtain feedback regarding the students' understanding of the units of competency, evidence requirements and assessment process; and then determine if the student is ready for assessment., if appropriate in consultation with the student, decide on the time and place of the assessment.

### **Plan and prepare the evidence-gathering process.**

The assessor must establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision. They are required to organise equipment or resources required to support the evidence-gathering process and coordinate and brief other involved personnel involved in the evidence-gathering process.

### **Collect the evidence and make the assessment decision.**

The assessor must establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility.

They must collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency using a benchmark guide.

They are expected to incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies

They evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency and record details of evidence collected.

They then make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

### **Provide feedback on the assessment.**

The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the student with:

- Clear and constructive feedback on the assessment decision;
- Information on ways of overcoming any identified gaps in competency revealed by the assessment;
- The opportunity to discuss the assessment process and outcome; and

- Information on reassessment and the appeals process if applicable.

### **Record and report the result.**

The assessor must record the assessment outcome according to the policies and procedures of Jigsaw Training Group and maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of Jigsaw Training Group.

They must maintain the confidentiality of the assessment outcome

### **Participate in the reassessment and appeals process.**

The assessor must:

- Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options and information on the reassessment and appeals process;
- The assessor must report any assessment decision that is disputed by the student to appropriate Jigsaw Training Group personnel; and participate in the reassessment or appeal according to the policies and procedures of Jigsaw Training Group.

### **Assessment Instructions**

Jigsaw Training Group has a standardised set of assessment instructions which serve as a preamble to assessment workbooks for all training programs. These instructions are listed below.

All assessment tasks have been developed:

- a) to meet the requirements of the relevant Training Package; and
- b) to be conducted in accordance with the principles of assessment and the rules of evidence; and
- c) to meet workplace and, where relevant, regulatory requirements

Assessments have been developed to collect evidence that is in line with the principles of assessment and the rules of evidence and are:

- Authentic (the student's own work);
- Valid (directly related to the current version of the relevant endorsed unit of competency);
- Reliable (shows that the student consistently meets the endorsed unit of competency);
- Current (reflects the student's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- Sufficient (covers the full range of elements in the relevant unit of competency).

### **Demonstrating Competency**

To demonstrate competence students must complete all assessment tasks to a satisfactory level in line with the above principles of assessment and the rules of evidence. Each task is linked to specific performance criteria, element/s, knowledge and skills evidence and assessment conditions. Once all assessment tasks are completed to a satisfactory level, the trainer will deem the student Competent for the specific unit.

### **Assessment Task Length**

Where space/lines have been provided for addressing an assessment task, the student can be guided as the length of the answer and if additional space is required, students can be directed to attach a separate page to their assessment.

### **Reasonable Adjustment**

Inclusive practice is a key component used by Trainers/Assessors within each class, with Trainers/Assessors using a range of teaching strategies to meet individual needs, and provide learning experiences that: take into account differing learning styles or preferences, recognise the differences among learners and ensure no one is excluded.

Reasonable Adjustment is used, where appropriate, for assessment tasks within this course to ensure that all learners are given the same learning opportunities and the same opportunity to perform and complete assessments. Where Reasonable Adjustment of assessment tasks takes place within this course, Trainers/Assessor will clearly record on each assessment task how this has taken place. As part of this process any Reasonable Adjustment will ensure that the same level of knowledge and skills are demonstrated for all students as required by both the Unit of Competency and the Industry.

### **Assessment/Re-assessment Requirements**

If a student is deemed Not Yet Satisfactory on the first attempt at an assessment task the Trainer/Assessor, where appropriate, may choose to verbally assess the student to gather further evidence of knowledge of specific question/s and/or criterion. In this situation, the Trainer/Assessor would make note of this on the assessment task including notes on what answers provided.

Where the student is unable to demonstrate the required level of knowledge and skills through an assessment task, they will have the opportunity to either re-attempt the entire original assessment task, undertake a supplementary assessment, add information to the original assessment (where deemed appropriate by the Trainer/Assessor), or appeal the result.

If after this re-attempt they are still unable to demonstrate the required level of knowledge and skills, they will again be deemed Not Yet Satisfactory for the individual assessment task and be found to be Not Yet Competent for the specific Unit/s of Competency in which the specific assessment task is required.

The trainer / assessor will guide the student through the re-assessment process which may include being offered the opportunity to re-sit through the theory component of the Unit of and then be given the opportunity to either re-attempt the entire original assessment task/s, add information to the original assessment/s (where deemed appropriate by the Trainer / Assessor) or undertake a supplementary assessment.

Where it is deemed appropriate by your Trainer / Assessor that new information may be added to the original assessment task/s this will be clearly recorded on the front marking sheet with the first attempt being deemed Not Yet Satisfactory and the re-attempt result being recorded in the re-assessed section.

As part of the assessment process all students must abide by any relevant assessment policies as provided during the enrolment process and induction.

### **Instructions to the Student**

Students are to be advised to read all the information given to them before they start any assessment task and ask for assistance if they do not understand some or all of the questions,

They should also be advised that if they are uncomfortable with any of these questions, to contact their assessor who will make alternative arrangements where appropriate.

Students should attempt to answer ALL questions in their own words (see plagiarism process) own words (unless otherwise directed) on the assessment paper provided.

All assessments are intended to be equitable, fair and flexible and student feedback on assessment is welcomed and to be recorded via a Continuous Improvement Report

## Feedback and Review

At the completion of each assessment task the trainer will correct all submitted work and provide feedback on each question/criteria. This will only occur once the student has completed their work to a satisfactory level to ensure that all aspects of assessment tasks completed are not done so with the help of this feedback/review.

## Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts or writings and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a Unit of Competency or a course. This in turn may require for students to pay to re-complete the unit or course at a later date.

The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work.
- Submitting assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet. Students cannot take full excerpts from the internet or other source without paraphrasing, referencing and showing their own underpinning knowledge of the question criteria.
- Copying words direct from the learner guide

Many of the workbook activities are 'open book' yet should still be conducted under test conditions without consultation with other students. If you are unsure of any assessment requirements you should check with your Trainer / Assessor. More information about Plagiarism can be found in this Handbook.

## Copyright

Whilst completing research projects/tasks you must be careful when copying the work of others. The owner of the material may take legal action against you if the owner's copyright has been infringed.

You are allowed to do a certain amount of copying for research or study purposes. Generally, 10% or one chapter of a book is acceptable, where the participant is studying with or employed by an educational institution and they adequately acknowledge the sources used.

Please clearly record your name and sign below stating you understand the assessment instructions and requirements and consent to being assessed according to the above mentioned assessment requirements.

## RECOGNITION (RPL)

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

Recognition generally takes two forms: recognition of prior learning, which is the focus of this business process, and national recognition which is dealt with in the National Recognition section of this manual. For the purposes of this business process, recognition of prior learning will be referred to simply as recognition.



## What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competency, 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 and requires the same application of the business processes outlined in the Assessment section of this manual.

## 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 competency or qualification which are not included in Jigsaw Training Group 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 competency.

## Forms of evidence

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.

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

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

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 students 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 student'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 managers 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, the student will start to provide a strong case for competence. Jigsaw Training Group reserves the right to require students to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a student's current competence.

### Appealing recognition outcomes

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

### Recognition Procedure

The following procedure is to be applied by Jigsaw Training Group upon receipt of an application for recognition:

Provide sufficient information to prospective students to inform them of opportunities for alternative pathways via recognition and the recognition process.

Students who request recognition of their current competence are to be invited to carry out a self-assessment prior to enrolment to determine their suitability for a recognition application (using the Recognition Self-Assessment Guide). The student should be provided an electronic version of the RPL application documents.

Undertake a recognition assessment interview between the assessor and the student. This is to include where possible:

- Helping the student to identify appropriate forms of evidence;
- Guiding the student on the use of recognition tools; and
- Informing the student about the assessment process.

Students are to compile their submission kit which allows students to record their particular documentary evidence against each unit of competency and to attach this evidence as required.

The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor will undertake a competency conversation to answer verbal questions and a practical assessment if needed. At the end of the evidence gathering process the Assessor is to provide the student with written feedback regarding the assessment outcomes, including the procedure for the student to appeal the assessment outcome.

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like any other assessment decision. Refer the student to the appeals process which can be found in the Student Information Booklet or within this quality management system manual.

When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the recognition register and issue the student with written advice of the outcome. This may include issuing statements of attainment or qualifications awarded through recognition in accordance with Jigsaw Training Group Qualifications Issuance policies and procedures.

## VOCATIONAL PLACEMENT

Some courses delivered by Jigsaw Training Group will require you to undertake a number of hours via a vocational placement.

Vocational Placement is where you attend an actual workplace (such as an aged care home) and undertake tasks under the supervision of an experienced and qualified third party. Under these arrangements students can gain the skills they need to transition successfully from study to work, while giving industry the opportunity to enrich student learning experiences and increase the number of work-ready graduates.

Vocational placements that meet the definition under the Fair Work Act 2009 (the FW Act) are lawfully unpaid. Students completing vocational placements are not considered to be employees and therefore are not entitled to the minimum wage nor other entitlements provided under the Fair Work Act.

Please note that in order to undertake a placement, you will be required to obtain a National Police Check and provide this directly to Jigsaw Training Group prior to any placement being confirmed. You may also be required to obtain a Working with Children Check. Both of these checks attract a fee which is to be borne directly by the student

## LEAVE OF ABSENCE/DEFERRAL

In the event that a student requires a leave of absence or deferral from their studies, a student can discuss this with their trainer or with Jigsaw Training Group Head Office. A student who takes defers their study remains enrolled in their program and all fees remain payable.

A leave of absence or deferral will be considered under the following circumstances:

Medical	In the event of a medical condition which precludes the student from undertaking employment and/or their studies, they will be required to provide documentary evidence (such as a medical certificate) to support this application.
Financial	In the event a student is unable to pay an instalment for an extended period, the student will be provided with the option of obtaining a Leave of Absence from study. Any fees owing must be paid in full prior to the re-activation of the student file.
Employment	If the student must be employed in a certain role in order to complete the qualification, and they are unable to source employment in this field or undertake a contract that requires them to work outside of the qualification field, the student will be able to obtain a deferral until they can obtain a contract/employment in the required field. Documentary evidence to support this must be provided.

A formal written request (with supporting documentation if required) should be made to Management at Jigsaw Training Group stating the circumstances for the request. Deferrals are not automatically granted and generally only one deferment is available up to 12 months. If approved, official documentation to support the deferral approval will be generated and students will be contacted approximately one month prior to the date they have nominated as a return.

There are no fee refunds on deferral.

## COURSE WITHDRAWAL

Students who no longer wish to continue their studies should discuss this with their Trainer. If they still wish to withdraw from study, the student needs to provide an email to [admin@Jigsawindustrytraining.com.au](mailto:admin@Jigsawindustrytraining.com.au), so processes can be followed and their student file can be officially closed.

If any units have been completed and the student has paid all the appropriate fees, a Statement of Attainment will be issued.

## PLAGIARISM MISCONDUCT

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

This business process seeks to encourage ethical conduct and to inform staff and students about Jigsaw Training Group standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise.

### What is plagiarism?

Plagiarism is the act of misrepresenting as one's 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 Jigsaw functions of Jigsaw Training Group is to develop student's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

Jigsaw Training Group acknowledges that to develop this ability, the student will study the work of others via issued textbooks, learning material or through their own research. However, it is important that students in their learning acknowledge, through appropriate referencing, earlier work from which they have drawn information.

### Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research in other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a student's work not being accepted.

Students 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 acknowledge 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, the student will be required to correct the error and resubmit an assignment.

### How to reference

At Jigsaw Training Group students 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 the students 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, e.g.

- :
- *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, e.g.:

- *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 the students 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 Jigsaw Training Group, cheating is usually related to taking unauthorised material into assessments. Jigsaw Training Group Trainers have a responsibility to explain clearly expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

## Plagiarism Procedure

Our staff are responsible to:

- Inform all students of expectations related to assessment;
- Inform all students of referencing techniques and provide clear examples of what is acceptable;
- Explain to students what constitutes plagiarism;
- Set realistic assessment activities and vary assignments and questions;
- Assist students to understand and apply correct referencing techniques;
- Set appropriate conditions for group activities and make clear the distinction between group work and individual work; and
- Cultivate a climate of mutual respect for original work.

Our students are responsible to:

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoid lending original work to others for any reason;
- Be clear about assessment conditions and seek clarification if in doubt;
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Discourage others from plagiarising by observing the practices above.

## Dealing with plagiarism

In the case of suspected plagiarism the staff member will report the incident to the Training Manager. The Training Manager, in consultation with the staff member will determine if the plagiarism has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the student.

The Training Manager and staff member will:

- consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional);
- review the course profile and other information provided to students by the Training Manager to determine if adequate information had been given;

- identify if the student has been previously warned of plagiarism; and
- determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences).

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment.

If, after consideration of the above factors it is determined that the plagiarism was intentional, the student's work is not to be accepted and the student is to be issued with a verbal assessment with trainer to determine that they hold satisfactory knowledge. The student is to be given a formal warning (in writing) by the Training Manager explaining the seriousness of the incident and the consequences if the student is found to plagiarise again.

Students who commit plagiarism after being formally warned are to be withdrawn from the program they are enrolled and issued with a refund of their tuition fees less all expenses incurred by Jigsaw Training Group up to the point of their withdrawal.

## REASONABLE ADJUSTMENT

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. For the purposes of reasonable adjustment, disability includes and learning difficulties experienced by a learner.

A reasonable adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of software on a computer for a person with vision impairment.

### Why make a reasonable adjustment?

Jigsaw Training Group makes reasonable adjustments in assessment practices to ensure that learners with a disability have:

- the same learning opportunities as learners without a disability
- the same opportunity to perform and complete assessments as those without a disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- customising resources and activities within the training package or accredited course
- modifying the presentation medium
- learner support
- use of assistive / adaptive technologies
- making information accessible both prior to enrolment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

The purpose of reasonable adjustment is to make it possible for learners to participate fully. It's not to give learners with a disability an advantage over others, to change course standards or outcomes, or to guarantee success.

### Application of reasonable adjustment

Reasonable adjustment to assessment events may include modifications to the normally required form and format, or completing date, of:

- written reports and other assignments
- written tests and examinations

- oral presentations

Greater emphasis may need to be placed on assessment methods other than formal tests. These are increasingly common as good practice in mainstream assessment.

- demonstrations
- observation
- workplace manager reports
- portfolios

Any decision about the most suitable adjustment option for the student should be made in full consultation with the student.

### **Assignments**

Unless handwriting ability is part of the required competency for a course, modification of an assignment could include allowing the student to have:

- a writer or typist put the assignment on paper, or disc, from the dictation of the student with a disability that prevents them writing or typing
  - to deliver the assignment orally, either:
    - face-to-face
- more time to complete the assignment on account of the additional reliance on a writer or typist, and the additional time it takes to prepare for dictation or tape recording

### **Oral Presentations**

If a student with disabilities advises, or his or her advocate/carer advises, that the student has difficulties with making an oral presentation, then an adjustment to the classroom assessment process may be needed. Unless oral presentation ability is part of the required competency for a course, modification of a presentation event could include:

- allowing a student who is Deaf or hearing-impaired to make a presentation using Auslan, which could be translated into voice by a sign language interpreter
- accepting a written presentation by a student with speech impairment, which could be read by:
  - the assessor or a teaching assistant
  - the student's associate, advocate or carer
  - another student

## **BEHAVIOUR MISCONDUCT**

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

### **What is behaviour misconduct?**

Behaviour misconduct is defined as actions that breach Jigsaw Training Group 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 (students) to pursue their studies 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
- Using offensive or intimidating language with trainers or other students.

A student 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 location.

### Behaviour Misconduct Procedure

Jigsaw Training Group staff are responsible to:

- Inform all students of expectations related to behaviour;
- Explain to students what constitutes behaviour misconduct;
- Model exemplary behaviour;
- Supervise student behaviour;
- Promote a positive environment that supports a student’s individual personality whilst setting clear boundaries relating to acceptable behaviour;
- Respond immediately to observed behaviour misconduct to maintain a safe environment for staff and students and to protect the rights of individuals or groups;
- If the observed behaviour misconduct is serious in nature, the staff member may suspend the students continued participation in activities (training sessions, assessment, study sessions, lab sessions, field activities, etc.);
- The trainer is to initially contact the Training Manager to report incident and advise on their own welfare and any immediate impact of other students.
- Report (in writing) behaviour misconduct when it is observed and actions taken in the immediate response using the Incident Report Form.

If the staff member reporting the incident considers that the student may be violent or is likely to cause harm to other students and /or staff, or damage property, the Training Manager should be contacted immediately to assess the risk. If necessary the Police are to be contacted and requested to respond to control the situation.

### Student responsibilities

Students are responsible to:

- Be informed of and comply with Commonwealth or State law
- Behaviour in a way that supports the freedom of other persons (students) to pursue their studies and participate in the activities of the RTO
- Identify themselves truthfully
- Behaviour in a way that supports the safety or health of any other person
- Maintain the peace or good order of the training facility
- Treat property with respect and prevent damage or destruction of property
- Behaviour in a way that supports the conduct of official meeting, ceremony, activity, class or examination/assessment
- Treat others with respect and not discriminate based on gender, race, age, sexual preference or religious belief
- Be free from (not under the influence of) prohibited drugs and/or substances including alcohol during attendance at the RTO
- Not trespass or knowingly entering any place within the premises of the RTO that is out of bounds to students
- Give truthful information relating to student status
- Communicate in a way that demonstrates respect for others and is free from verbal abuse

### Dealing with behaviour misconduct (Gross Misconduct)

The Training Manager may, in respect of any gross misconduct by a student:

- Immediately suspended the student for a period not exceeding fourteen (14) days as may be determined.
- Advise the student in writing of the alleged incident of misconduct and that they have twenty (20) working days to make oral or written representations regarding the alleged incident of misconduct.
- Where State or Commonwealth laws appear to have been breached, the matter will be referred to the police or other appropriate authority.
- Impose one or more of the following behavioural management strategies:
  - Reprimand and warn (formal warning in writing) the student against repetition of the misconduct;
  - Suspend the student from using training facilities and / or services for a designated period of time;
  - Instigate a behavioural management contract with the student including agreed monitoring arrangements and consequences based on repetition of the misconduct;
  - Cancel the student's enrolment (serious misconduct involving violence to others, damage to property or breach of State or Commonwealth law).

Students are to be provided a written statement detailing the decision, including information on their right to appeal the decision.

Students who commit behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the student suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision.

## COURSE TERMINATION

Grounds for terminating a student from a course include:

- Continued failure to meet assessment standards despite support and guidance
- Continued non-attendance in class (two weeks minimum) with no contact
- Continued non-submission of course assessments by the required date with no documented extenuating circumstances. Jigsaw Training Group contacts students on a regular basis to discuss progression through their course. If after three months of contact not being made, despite our attempts and no submission of work received the students file will be reviewed for closure.
- Cheating or plagiarism
- Harassment, assault or bullying towards Jigsaw Training Group trainers and assessors
- Bringing or consuming alcohol, drugs or other illegal substances or being adversely affected by the influence of drugs, alcohol or other substances

## ACKNOWLEDGEMENT

Before you complete your enrolment, please be sure that you have read this handbook and understand its contents. If you do not understand anything, please ask us either by calling or emailing us.

By completing the enrolment process, including completing your enrolment form and paying your course fees (in full or part), you are acknowledging that you have read and understood this student handbook.

**JIGSAW TRAINING GROUP** | RTO32423 | [www.Jigsawindustrytraining.edu.au](http://www.Jigsawindustrytraining.edu.au)

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