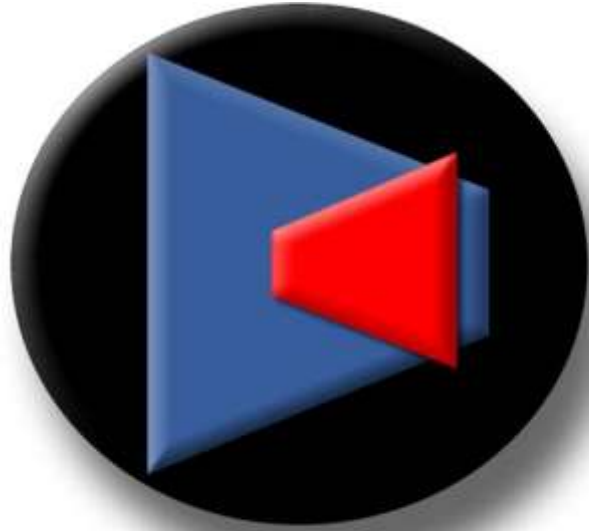


THE INTERCEPT GROUP



STUDENT HANDBOOK

1/86 Pacific Highway

Tuggerah NSW 2259

Ph: 02 4353 0922

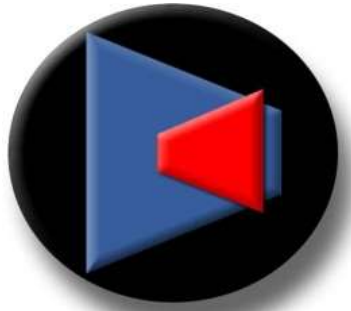
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NATIONALLY RECOGNISED TRAINING

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Welcome!

Thank you for choosing Intercept Group Pty Ltd to assist you to achieve your learning goals.

The decision to undertake study is an important one. Whether you are seeking to update or upgrade skills, or embarking on a new career, our team of friendly and dedicated staff is available to make your learning experience unique.

To guide you through your study, we have developed this Student Handbook. It sets out a range of processes and procedures that have been put in place to guarantee consistency and quality. We aim to provide you with the best facilities, trainers and support services to ensure that your learning experience meets and exceeds your expectations.

At Intercept, our Motto is:

“ Training Beyond Compare”

To help us maintain our high standards, please take time to read this information and complete the "Declaration of Understanding" included at the back of the handbook. You may wish to refer to the details in this document during your study, so keep it in a safe place.

On behalf of the whole team, I wish you an enjoyable and rewarding experience with the Intercept Group

John Forsyth
Chief Executive Officer

Business Location and Contact Details

1/86 Pacific Highway
Tuggerah NSW 2259

Ph: 02 4353 0922
Fax: 02 4353 0920

Email: admin@intercepttraining.com

Internet: www.intercepttraining.com

Master Licence: 407237392
RTO ID: 90719

Quality Statement

When you study with Intercept Group you can be confident that what you learn and how you learn it measure up to rigorous national standards and meet all legislative requirements.

As a Registered Training Organisation (RTO), The Intercept Group can deliver nationally recognised training qualifications and accredited courses supported by a quality assured curriculum. As well as meeting Australian Quality Framework (AQF) standards and Standards for NVR Registered Training Organisations, all improvement suggestions and complaints are identified and appropriately actioned and recorded according to the requirements of the AQF standards.

The prime focus of the Intercept Groups involvement in the Quality Management System is continuous improvement that improves customer satisfaction with the marketing, recruitment, induction, delivery, assessment, and evaluation and support services of the Intercept Groups training courses. The system also aims to reduce costs, and to make it easier to do business.

The feedback that the Intercept Group receives from you and your fellow students completed program evaluation forms, customer complaints and verbal comments are used to improve either procedures, policies, methods of operation, materials, trainer/assessor performance, facilities or information services.

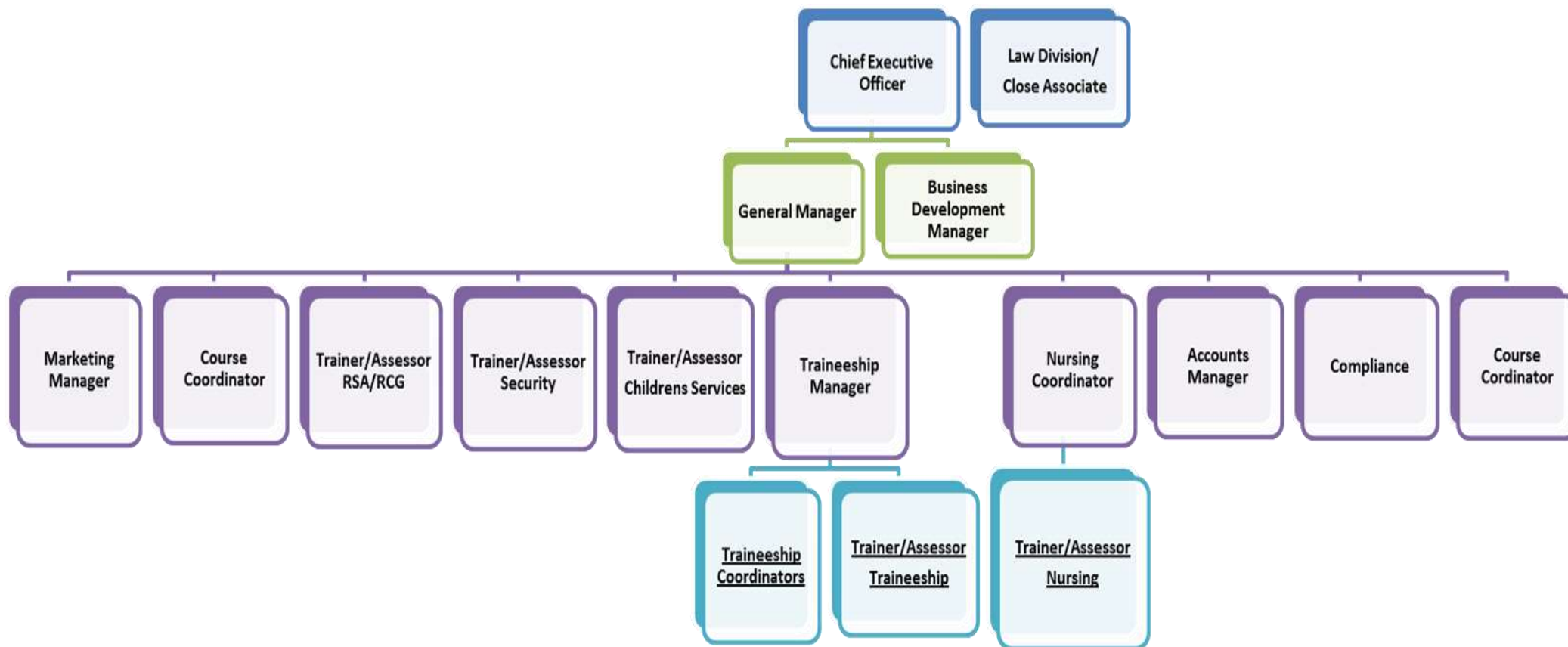
Key Contacts

Brett Watters
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Abbreviations Used In This Handbook

ASQA — Australian Skills Quality Authority.
RPL — Recognition of Prior Learning.
LLN — Language, Literacy and Numeracy
AQF – Australian Quality Framework
RTO - Registered Training Organisation
NVR - National VET Regulator

Intercept Group – Organisational Chart



Legislation

The Intercept Group is subject to a variety of legislation related to training and assessment as well as general business practices. This legislation includes:

- Work Health and Safety;

The Intercept Group takes seriously its responsibility to protect health and promote safety. The organisation requests that participants report anything that they believe to be in breach of this policy.

- Anti-Discrimination, Human Rights and Equal Opportunity and Disability Discrimination;

The Intercept Group is opposed to any form of discrimination. Every effort is made to ensure that diversity is valued and respected in our services by helping to prevent and eliminate discrimination on the basis of race, colour, sex, sexual preference, age, physical or intellectual disability, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin.

The Intercept Group is committed to providing a training environment free of harassment and upholding of State and Federal laws pertaining to harassment. As in any area of human interaction, the boundaries of what constitutes harassment may vary from person to person. In addition one individual may have different boundaries for different relationships. It is expected that employees and students of The Intercept Group will recognise and respect the boundaries set by others.

- Privacy Act 1988 (Commonwealth); and

The Intercept Group keeps your information private and only collects information that relates to your training success.

You may access the personal file held by The Intercept Group on your training progress. You may also request that updates be made to information that that you feel is incorrect or out of date.

The Intercept Group is subject to audit by Government Officials and access to your training file may be given to government officers from such agencies as DET, ASQA or the NSW Security Licensing and Enforcement Directorate for the purposes of these audits.

Your training file cannot be accessed by a third party unless you give written permission that identifies those sections of the file to be made available.

The Intercept Group takes all reasonable steps to protect your personal information from misuse, loss, unauthorised access, modification or disclosure including restricted access to electronic files, secure storage of paper files and secure backup of data.

- Child Protection.

The Intercept Group complies with the requirements of Child Protection Legislation which means that convicted sex offenders are prohibited from working with children and young people under 18 years if age. Before our trainers start work, Intercept Group checks their background to make sure they are not a "prohibited" person.

- Security Industry Regulation 2007

This Act lists requirements of licensing and training in security that must be met by those who train in the security industry.

If you have a question about any of this legislation just ask, because it may impact on your training.

- National Vocational Education and Training Regulator Act 2011

The original NSW Vocational Education and Training Accreditation Act 1990 No 120 was proclaimed in July 1991, and amended in 1994 to include provisions for registering providers of vocational courses. The Vocational Education and Training Accreditation Act has since been revised and reissued in 2005 as the Vocational Education and Training Act to provide the Vocational Education and Training Accreditation Board with a wide range of powers.

The objects of the Vocational Education and Training Accreditation Board as set out in the Act and in summary are:

- a) To accredit vocational courses
- b) To register education or training providers to conduct vocational courses
- c) To approve education and training providers to provide courses to overseas participants
- d) To establish guidelines for the accreditation of vocational courses and for the registration and approval of education or training providers
- e) To advise the minister for education and training on matters concerning the accreditation of vocational courses and the registration and approval of education or training providers
- f) To liaise with licensing authorities and other bodies (both in NSW and elsewhere) in connection with the accreditation of vocational courses and the registration and approval of education or training providers
- g) To investigate, and to report on, matters concerning the accreditation of vocational courses and the registration or approval of education or training providers

Student Selection and Access and Equity

At The Intercept Group we make sure that you have the opportunity to participate and achieve the same outcomes as other members of the community. This means any person is welcome to participate in The Intercept Group training programs, irrespective of cultural background.

Some of our courses have prerequisite standards and competencies. Student wishing to undertake these courses will be counselled and made aware of support programs and assistance. Events of major cultural importance to you will be acknowledged and allowance made for their observance.

The Intercept Group undertakes to eliminate organisational practices that may contribute to the disadvantages suffered by specific groups in employment, education and training.

We do this by:

- Promoting access to employment and training for all people regardless of gender, socio-economic background, disability, ethnic origin, sexual orientation, age or race.
- Ensuring training services are delivered in a non-discriminatory, open and respectful manner.
- Training staff members so they are appropriately skilled in access and equity issues.
- Providing reasonable access to you of all levels.
- Conducting student selection for training opportunities in a manner that includes and reflects the diverse student population.
- Actively encouraging the participation of students from traditionally disadvantaged groups and specifically offering assistance to those most disadvantaged.
- Providing culturally inclusive language, literacy and numeracy advice and assistance that help you in meeting personal training goals.

In the first instance, each of our staff members has responsibility for access and equity issues for all clients.

The Intercept Group's Access and Equity Officer is the Director of Training so if you are experiencing any harassment or discrimination refer the matter to him in writing.

The Intercept Group provides equal opportunity in employment and education.

Equal opportunity

A fair go is your right. The Equal Opportunity legislation and Federal Anti-discrimination laws designed to protect this right.

It is against the law for someone to treat you unfairly (discriminate) or harass (hassle or pick on) you because of your actual or assumed:

- Age
- Carer status
- Disability/impairment
- Gender
- Lawful sexual activity
- Marital status
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sexual orientation

If you make a complaint (or help someone else make a complaint), it is against the law for someone to hassle or victimise you because you have done so.

Discrimination

Discrimination is unfair treatment based on a personal characteristic protected by the law. It can be direct or indirect.

1. Direct discrimination is when treating a person differently is unfair.

Direct discrimination is when a person treats someone less favourably than someone else, because the first person has a personal characteristic protected by the law (e.g. race, gender etc). Even if the behaviour is unintentional, or the person responsible doesn't believe the treatment is less favourable, it is still discrimination.

2. Indirect discrimination, when treating everybody the same, is unfair.

In some cases, treating everybody the same way will be unfair. This is known as indirect discrimination. Under the law it means setting a requirement which:

- Someone with a particular personal characteristic protected by law cannot meet;
- A higher proportion of people without that characteristic or with different characteristics can satisfy; and
- The requirement is not reasonable in all the relevant circumstances.

Sexual Harassment

Sexual harassment is behaviour of a sexual nature that is unwelcome, unasked for and unreturned. If a reasonable person would have foreseen that the behaviour would offend, humiliate (put down) or intimidate (threaten or scare) the other person, then the law says it will be sexual harassment.

Sexual harassment can include:

- Asking for sex
- Unwelcome comments about a person's sex life or physical appearance
- Suggestive behaviour such as leering and ogling
- Unnecessary physical contact such as brushing up against a person
- Sexually offensive comments, anecdotes or jokes
- Displaying sexually offensive visuals (such as photos, pin ups or calendars) reading matter or objects.
- Sexual propositions or continued requests for dates
- Physical contact such as touching or fondling
- Indecent assault or rape (also serious crime)

Sexual harassment can be physical, verbal or written. It can include words, statements or visuals that are transmitted by paper, phone, fax, e-mail, office intranets, videoconference or any other means of communication.

Student Rights and Responsibilities

You have the right to:

1. be treated fairly with respect from others and without discrimination or harassment, regardless of religious, cultural, racial and sexual difference, age, disability or socio-economic status;
2. be free from all forms of intimidation;
3. work in a safe, clean, orderly and cooperative environment;
4. have personal property (including computer files and your work) and the Registered Training Organisation property protected from damage or other misuse;
5. have any disputes settled in a fair and rational manner (this is accomplished by the Complaints Procedure);
6. learn in an environment that is conducive to success;
7. work and learn in a supportive environment without interference from others;
8. apply to have existing skills and knowledge recognised;
9. privacy concerning records containing personal information, (subject to other statutory requirements and other agreed uses);
10. be given information about assessment procedures at the beginning of the unit and progressive results as they occur;
11. appeal within fourteen days of receiving notification of any decision made about late or missed assessment;
12. lodge a complaint and have it investigated effectively without fear of retaliation or victimisation; and
13. express and share ideas and to ask questions

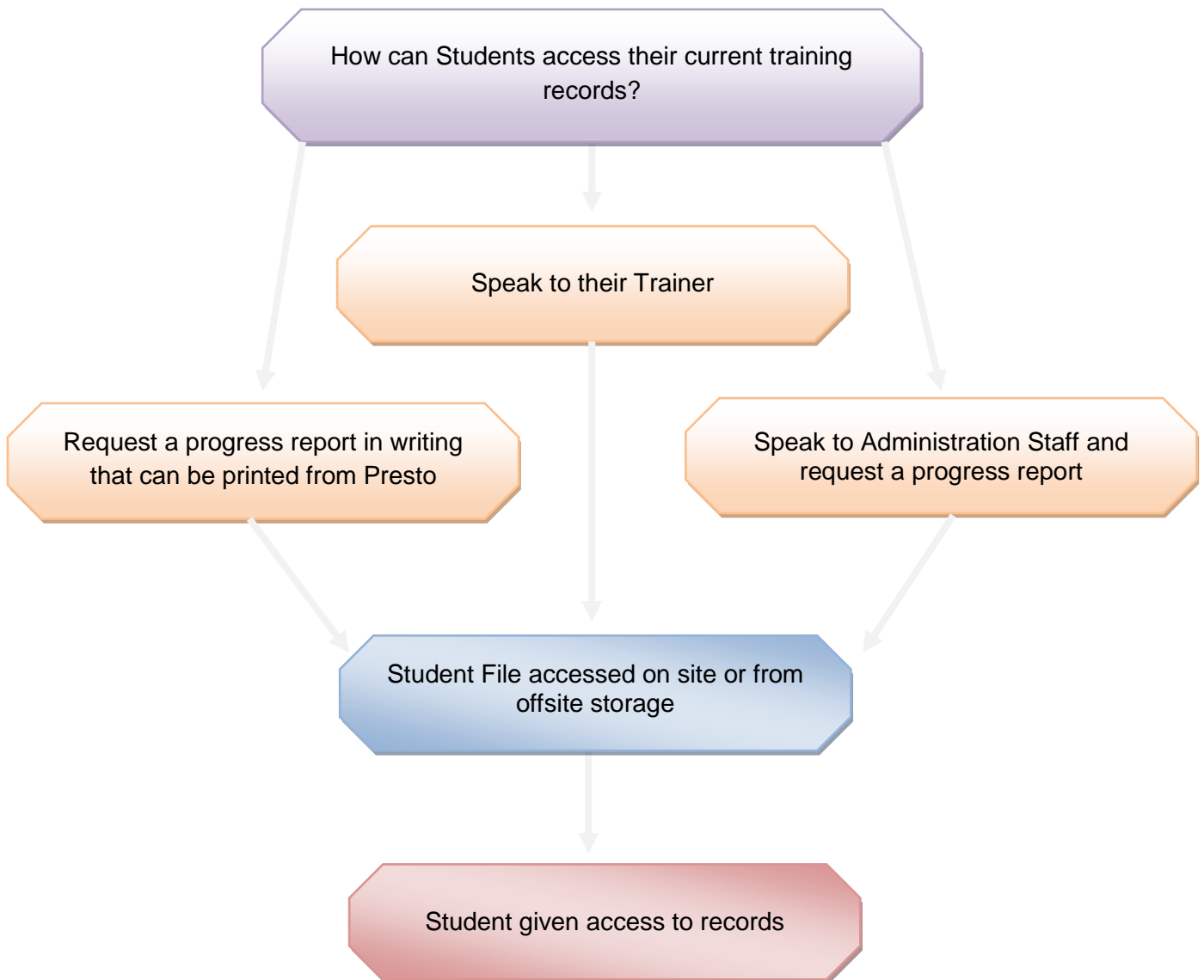
You have the responsibility to:

- Treat staff and fellow students with respect and fairness. This includes but is not limited to:
- following reasonable directions from a member of staff;
- not behaving in any way that may offend, embarrass or threaten others;
- not harassing fellow students or staff by for example using offensive language or making unwanted sexual advances;
- taking care of facilities by not damaging, stealing, modifying or misusing property; and
- acting in a safe manner that does not place you or others at risk.
- ensure personal details are current and correct;
- participate in all assessment tasks as scheduled, honestly and to the best of your ability;
- not smoke in non-smoking areas
- not be under the influence of alcohol or illegal drugs; and
- follow normal safety practices.

If you cannot work within the above guidelines then:

1. Step 1: The Director of Trainer will start by contacting you to discuss the issue or behaviour and to determine how things might be fixed. This meeting and its outcomes will be documented, signed by all parties and included in your personal file.
2. Step 2: Should the issue or behaviour continue, you will be provided with a final warning in writing and a time frame in which to rectify the issue. A copy of this letter will be in your personal file.
3. Step 3: Should the issue or behaviour still continue, you will not be permitted to continue training with The Intercept Group.

Student Access to Records



Students with Special Needs

In line with our Access and Equity practices, students with special needs are offered the same opportunities as any other candidate. Our training and assessment programs will take special needs into consideration from the planning stage onwards and adopt particular learning and assessment methods as appropriate.

As special needs extend to more than identified physical or learning difficulties, Trainers and Assessors will need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or a non-English speaking background.

This is especially so in relation to assessment because one fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with special needs.

If there is uncertainty, the assessor will call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.

Welfare & Guidance Services

The Intercept Group will make every effort to provide as much support as possible within its policies and resources for clients to achieve the required level of competency in all accredited courses.

Clients may make an appointment at any time to see the Director of Training for free advice relating to study on:

- managing your time
- setting and achieving your goals
- motivation
- ways of learning
- coping with assessments
- looking after yourself

Our staff will assist you in how to seek help with local welfare and guidance services as required.

Course Fees, Payments and Refunds

1. Please refer to the course flyers for information on all fees, including course fees; administration fees; materials fees and any other charges.
2. A non-refundable deposit must be paid, prior to course commencement, to confirm a place into a course.
3. Certificates and Statements of Attainment are issued to students who are assessed as competent in the units completed. The cost of the certificates is included in the course fees.
4. Deposits are non-refundable (deposits are outlined on each course flyer) but can be transferred to another course or student.
5. Refunds may be made in the following circumstances:
 - a. Participants have overpaid the administration charge
 - b. Participants enrolled in training that has been cancelled by the RTO
 - c. Participant advises the RTO prior to course commencement that they are withdrawing from the course
 - d. If the participant withdraws from a course or program due to illness or extreme hardship as determined by the RTO
6. An administration fee will be charged to any student who withdraws from a course in excess of 3 working days prior to course commencement.
7. No refunds will be issued once the course has commenced
8. Students are responsible for the safe storage of their Certificates and Statements of Attainment. If a student requires a reissue of their Certificate or Statement of Attainment, an administration fee of \$50 will be charged.

Recognition of Prior Learning (RPL)

The RPL process allows you to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific modules within their course.

RPL applicants will have to provide evidence to support their claim and this should be attached to the application form. Examples of evidence might include; documentation such as certificates issued by other training organisations, support letters from employers or course outlines of previously studied courses. We also recognise the credentials issued by other organisations operating under the Australian Quality Training Framework.

To apply for Recognition ask for a Recognition of Prior Learning Kit suited to your situation. Fill it out and return it to the Director of Training.

All assessments of RPL applications are reviewed by staff members who are qualified to conduct the assessment. From time to time or when deemed necessary, we will have an additional person or subject expert be part of the assessment process.

You may request a review of the RPL decision through our Complaint procedure (outlined in detail later in this handbook).

Recognition of Qualifications Issued By Other Providers

Recognition applies nationally and means that the Intercept Group accepts and recognises qualifications and statements of attainment that have been issued by other Registered Training Organisations (RTO's).

Other RTO's must also accept qualifications provided by the Intercept Group.

To be granted recognition of a gained qualification you will be required to provide a certified copy of the original certificate and/or statement of attainment that reflect the course or units you are wanting recognition for. Upon enrolment you will be asked if you have previously completed any of the units that you will be studying with the Intercept Group. Please note that as of 4/7/11 RPL/RCC is not accepted for security licensing in the state of NSW.

Enrolment

If you decide to proceed to enrolment, you are required to complete an enrolment form before the commencement of the course. This form is used to create a student history file. All personal information is strictly confidential.

For those who will be enrolling into a Security course, you will be required to fill-out a *P1016 – Pre-training Criminal Record Declaration Form* prior to enrolment. You should read and understand *Fact Sheet 6* before completing this form.

For those who will be enrolling into an Aged Care course, you will be required to fill-out a *P799 – National Criminal History Record Check* prior to enrolment. You should read and understand *the Instructions for Applicants* before completing this form.

For those who will be enrolling into a Children's Services course, you will be required to fill-out a *Working with Children Check form* prior to enrolment. You should read and understand the *Prohibited Employment Declaration* before completing this form.

Language, Literacy and Numeracy (LLN)

We aim at all times to provide a positive and rewarding learning experience for all students. Our enrolment form asks you to provide information regarding Language, Literacy and Numeracy (LLN) requirements or any other special learning needs. In the event of LLN becoming an issue, the Trainer / Assessor will discuss with the Student to discuss their requirements.

Where language, literacy and numeracy competency is essential for your course, we require students to complete a literacy and numeracy assessment. Students unable to complete the assessment will be

referred to an appropriate service (TAFE NSW for example.) We will make every effort to ensure that you are adequately supported to enable completion of your training. Some examples of the type of support that we can offer include:

Literacy

- Providing you only essential writing tasks
- Considering the use of group exercises.
- Providing examples and models of completed tasks.
- Ensuring that documents and forms are written and formatted in plain English.
- Using clear headings, highlighting certain key words or phrases
- Providing explanations of all technical terms used

Language

- Presenting information in small chunks and speaking clearly, concisely and not too quickly. Giving clear instructions in a logical sequence. Giving lots of practical examples
- Encouraging you to ask questions.
- Asking questions to ensure you understand.

Numeracy

- Showing you how to do the calculations through step by step instructions and through examples of completed calculations
- Helping you to work out what maths calculations and measurements are required to complete the task
- Encouraging the use of calculators and demonstrating how to use them.

Employability skills

Employability skills are non-technical skills, which play a significant part in contributing to an individual's effective and successful participation in the workplace. Employability skills are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies. In Australia the employability skills are:

- **Communication skills**, which contribute to productive and harmonious relations between employees and customers
- **Teamwork skills**, which contribute to productive working relationships and outcomes
- **Problem-solving skills**, which contribute to productive outcomes
- **Initiative and enterprise skills**, which contribute to innovative outcomes
- **Planning and organising skills**, which contribute to long-term and short-term strategic planning
- **Self-management skills**, which contribute to employee satisfaction and growth
- **Learning skills**, which contribute to ongoing improvement and expansion in employee and company operations and outcomes
- **Technology skills**, which contribute to effective execution of tasks.

On Starting

The Intercept Group will conduct a student induction prior to the commencement of training and assessment for all training programs. This induction process is for all students and will take you through this handbook in detail and discuss safety and emergency response actions. Students will be able to ask questions throughout the induction process.

Confirmation that all the above information was provided and handouts were distributed is required to be acknowledged by you.

Competency Based Training

You are participating in a course of competency-based training. So, what exactly does that mean?

Qualifications are made up of Units of Competency. These tell us the skills and knowledge recognised as necessary to perform effectively in a particular job or role. Each industry area divides these skills and knowledge into related categories that form National Competency Standards for specific industry areas.

The National Competency Standards provide a framework for training and assessment and tell us what skills and knowledge an employee at a particular level within a particular industry should be reasonably expected to achieve.

So a competency is:

... "The ability to perform a job to the required level of performance expected in the workplace."

Our assessments are based on checking if you have the skills, knowledge and attitudes to perform a job.

Attendance

It is expected that you will attend and participate in all sessions related to your training course. An attendance record will be kept. In the event that you miss a day, you will be required to attend another course on the day the missed material is covered.

Flexible Learning Strategies & Assessment Procedures

Flexible learning and assessment procedures form part of our Training and Assessment strategies and are integral to the concept of competency-based training. We customise our training and assessments to meet your specific needs.

If you are having difficulty achieving competency in any module please discuss the matter with your assessor/trainer and where possible alternative learning/assessment strategies will be provided to you.

Assessment

Assessment is the means by which we determine whether or not a competency has been achieved. It is the process of collecting evidence and making judgements about the extent to which a person demonstrates the knowledge and skills as set out in the standards or learning outcomes of a unit of competency.

For an effective assessment system in a competency environment, some basic principles must apply.

Underlying principles of assessment:

(a) Validity

The assessments actually assess what they claim to assess and what they have been designed to assess. Validity of assessment is achieved when:

- Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria
- Appropriate evidence is collected from activities that can be clearly related to the units of competency.

(b) Authenticity

The evidence collected is authentic that is, actually comes from valid sources and is directly attributable to the skills and knowledge of the individual being assessed.

(c) Reliability

Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied consistently from person to person and from context to context. The following are important to ensure that assessment produces consistent outcomes:

- Clear, unambiguous, well documented assessment procedures and competency standards;
- Clear, consistent and specific assessment criteria;
- Effectively trained, briefed and monitored assessors;
- Adequate assessors across industries and a hierarchy of assessment which ensures a quality outcome; and
- Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.

(d) Consistency

The assessment system must ensure that evidence collected and provided for judgement is consistent across the range, without undue reliance on any small number of select workplace contexts or projects.

(e) Currency

Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current and can be applied in today's workplace. As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current". However, an assessor, under some circumstances may make exceptions to the specified period.

There may be specific situations where skills have not been directly applied for a longer period, but these skills are in fact still current for the individual. In cases such as this, evidence from earlier periods may be admissible, and assessed for currency, within an appropriately flexible assessment system.

Sufficiency

Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

A tendency of many candidates is to provide more (or less) evidence than is actually required to prove competency against the standards. An effective assessment system ensures that candidates are clearly advised regarding the amount and form of evidence, which is sufficient to prove competency. This should avoid the situation where masses of evidence are provided, requiring assessors to spend more time than necessary per candidate, or too little evidence, making it difficult to judge competence.

(f) Flexibility

Every portfolio or set of candidate evidence is unique. Each candidate will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the candidate and will comprise diverse types and forms of relevant and appropriate evidence.

Assessors will take a flexible approach to the assessment of evidence. Clearly, this approach must always take time and cost into account both to ensure the best use of assessor time and the best use of the candidate and his or her employer's time.

An assessment system must evaluate the scope of knowledge and skills covered by the criteria both performance (skill) and underpinning knowledge and understanding.

Fairness and Equity

An assessment system and its processes must not disadvantage any person or organisation. All eligible candidates must be guaranteed access to assessment, which does not discriminate on any basis. Assessment guidelines must include an approach for working with candidates who have special needs.

To achieve these principles, the assessment system must exhibit the following characteristics:

- The standards, assessment processes and all associated information are straight forward and understandable;
- The characteristics of potential candidates are identified, to enable all potential assessment issues to be identified and catered for;
- The chosen processes and materials within the system of assessment do not disadvantage candidates;
- An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and readdress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue; and
- Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment if required.

Assessors

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area.

In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training qualification either TAE40110 Certificate IV in Training and Assessment or TAA40104 Certificate IV in Training and Assessment.

An assessor must:

- Interpret and understand the criteria;
- Ensure that evidence meets the standards;
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- Use expertise to make fair and objective judgements.

Forms of Evidence

In general, basic forms of skills evidence include:

(a) Direct performance evidence

- current or from an acceptable past period;
- extracted examples within the workplace;
- natural observation in the workplace; and
- simulations, including competency and skills tests, projects, assignments

(b) Supplementary evidence, from:

- oral and written questioning;
- personal reports; and
- Witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- Evaluation of direct products of work;
- Natural observation;
- Skill tests, simulations and projects;
- Evaluation of underpinning knowledge and understanding;
- Questioning and discussion; and
- Evidence from prior achievement and activity.

Assessments are not a stressful activity. They are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your Assessor simply needs to know which competencies from your course you have mastered, and which competencies require further practice and will be flexible in the assessment method used.

It is in your long-term interests to ensure that all of the skills necessary for the job have been mastered; our aim is to help you to learn those skills in the right way

Appealing an Assessment

In rare instances, it is possible that you may wish to challenge an assessment outcome. If this is the case, then:

- (a) speak with your Trainer/Assessor in the first instance and if unresolved
- (b) present the request in writing to the Director of Training and if unresolved
- (c) Refer the matter to the registering authority.

You have the right to represent yourself at all forums where the issue is being discussed and you will have the matter heard within 10 working days.

The outcomes and the reasons for it will be given to you in writing.

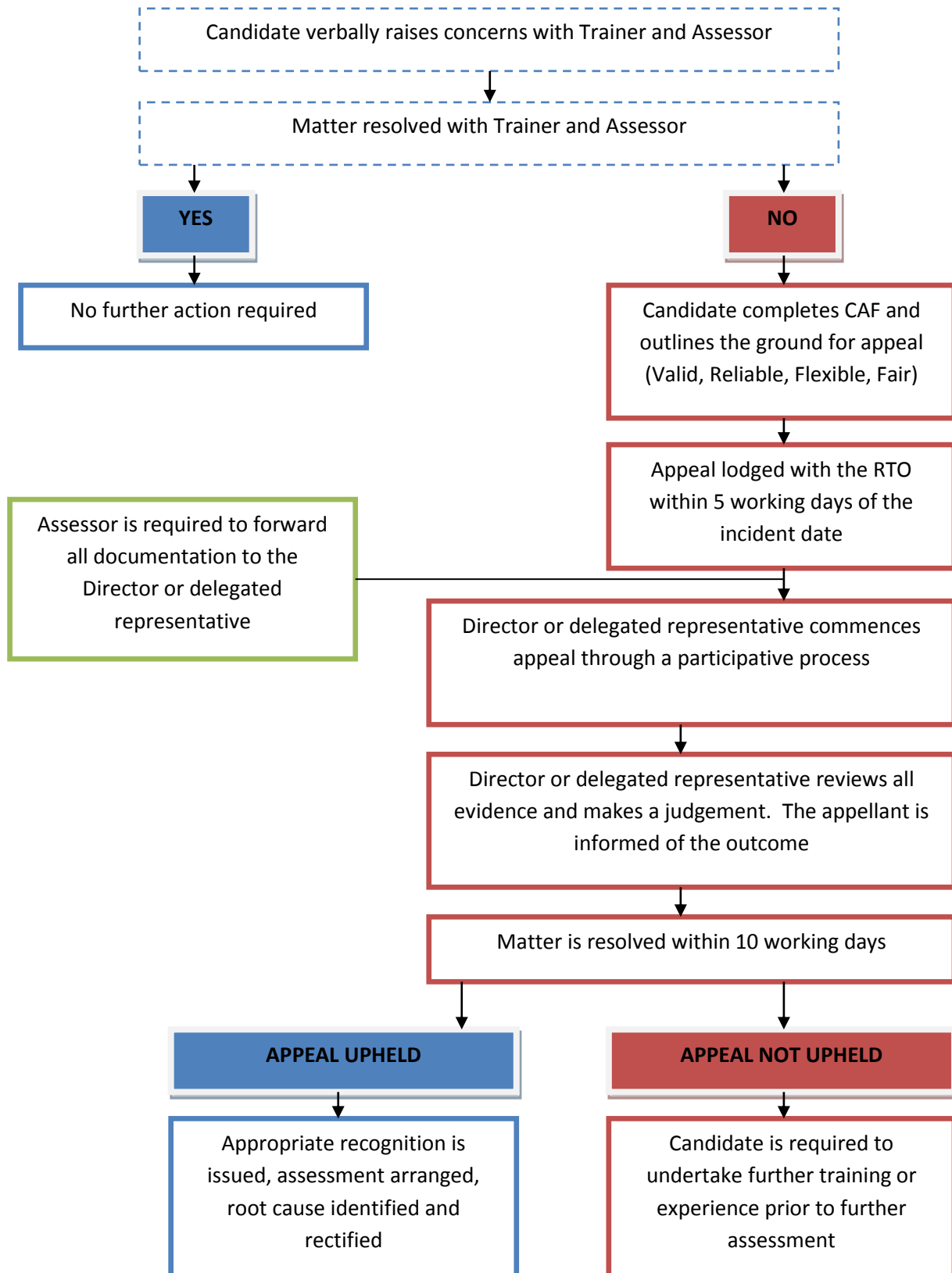
Complaints & Appeals

We will deal with any Student complaints in an effective and timely manner, typically resolving all complaints within two to three weeks.

- a. All complaints / appeals should be committed to in writing at the earliest possible opportunity utilising the Corrective Action Form (CAF).
- b. A submitted CAF will constitute a formal complaint from the client/stakeholder.
- c. The Director of Training of Intercept Training Group PTY LTD will be informed through receipt of all client/stakeholder complaints/appeals.
- d. The Director of Training of Intercept Training Group PTY LTD may delegate responsibility for the resolution of the complaint/appeal as required.
- e. In the case of a complaint/appeal, the Director of Training of Intercept Training Group PTY LTD will initiate a transparent, participative process to deal with the issues at hand.
- f. Complaints or appeals where possible are to be resolved within 10 working days of the initial application.
- g. In all cases the final conclusion will be endorsement by the Director of Training of Intercept Training Group PTY LTD.
- h. The client/stakeholder will be advised in writing of the outcome of their complaint/appeal.

- i. If the outcome is not to the satisfaction of the client, he/she may seek an appointment with the Director of Training of Intercept Training Group PTY LTD.
- j. The Director of Training of Intercept Training Group PTY LTD decision will be final. The client has the option to seek outside assistance to pursue the complaint, grievance or appeal.
- k. All grievances, complaints and appeals will be handled as Staff-In-Confidence.

COMPLAINTS AND APPEALS PROCESS (CAP)



The General Manager and or Operations Manager are responsible for managing the resolution of any appeal or complaint and will be able to supply and assist with the relevant appeal or complaint form.

Cheating/Dishonesty

Any cheating on assignments or during assessments will be treated seriously and may result in a student being barred from completing a course or excluded from attendance at any training or courses conducted by the Intercept Group.

The usual penalty will be an assessment by the assessor that the person is Not Yet Competent.

Cheating or dishonesty will not be tolerated in the workplace and may even attract criminal penalties. It is an underlying principle in all job competencies that a person must have honesty as integral standard.

If disciplinary action is taken by an assessor against a student or trainee and a penalty is imposed, that student shall have recourse to an Appeals Board where the student will be entitled to know in advance of a hearing the nature of the allegations against them.

The student has the option of providing submissions verbally in writing or both. If the student chooses to put forward submissions in person or in person combined with written submissions, they must advise the Intercept Group at least seven (7) working days in advance of the hearing or the hearing will be conducted in their absence.

If the student is taking part in a Security Licensing course, Intercept group are required to report any matters to the NSW Security Licensing and Enforcement Directorate and the person may be excluded from obtaining a NSW Security Licence for a period of 5 years.

Disciplinary Action

Whilst only ever to be used as a last means use of action, Instructors may choose to use a disciplinary type of action if they feel it is warranted.

The most obvious place where this type of action would be is during the conduction of training and / or assessment in a course that may have an inherent amount of risk (i.e firearms or weapons training)

If a student endangers another student and / or an Instructor by their actions or by the improper use of a piece of equipment then that student is to be removed from the training immediately, given the reasons why they have been removed verbally and after the training has finished in writing.

The student will not be allowed to continue with training on that day and is to be given remedial training assignments that will need to be demonstrated before being allowed to continue with the training and then assessment.

Graduation

Congratulations – you have finished your course!

Your results and course file will be forwarded to the Director of Training to make sure everything is in order. We will either:

- (a) Send a Certificate or Statement of Attainment; or
- (b) Contact you for further information.

Re-Issuing Qualifications

The Intercept Group keeps records of your course with us for 30 years. If in the future you need another copy of your certificate then write us a letter. The letter needs to state:

- (a) Your name (if your name has changed please write both your new name and your name at the time of the course);
- (b) Your date of birth;
Your current address (and your address at the time of the course if you remember it);
- (c) The course you completed (e.g. Certificate IV in Aged Care);
- (d) When that course started and finished; and
- (e) Any other detail you can give to identify yourself.

We will review your request and either:

- (a) Send a new Certificate or Statement of Attainment; or
- (b) Send a letter explaining why we cannot re-issue your qualification at this time and what you need to do from here.

Please be aware that there is a fee of \$50 payable before certificates will be reissued.

Student Feedback/Evaluation

The Intercept Group actively seeks your feedback and regularly undertakes evaluations of all courses and activities to achieve continuous improvement.

We monitor compliance with AQF standards and our policies and procedures through the use of evaluations at the completion of courses/traineeships.

Any complaints or deficiencies are documented on an Improvement Request to ensure appropriate follow up action is taken.

Client needs will be identified through:

- Training and Assessment Strategies
- Industry Surveys
- Consultation
- Training evaluation
- Direct consultation
- Complaints & Appeals
- Opportunity for Improvement

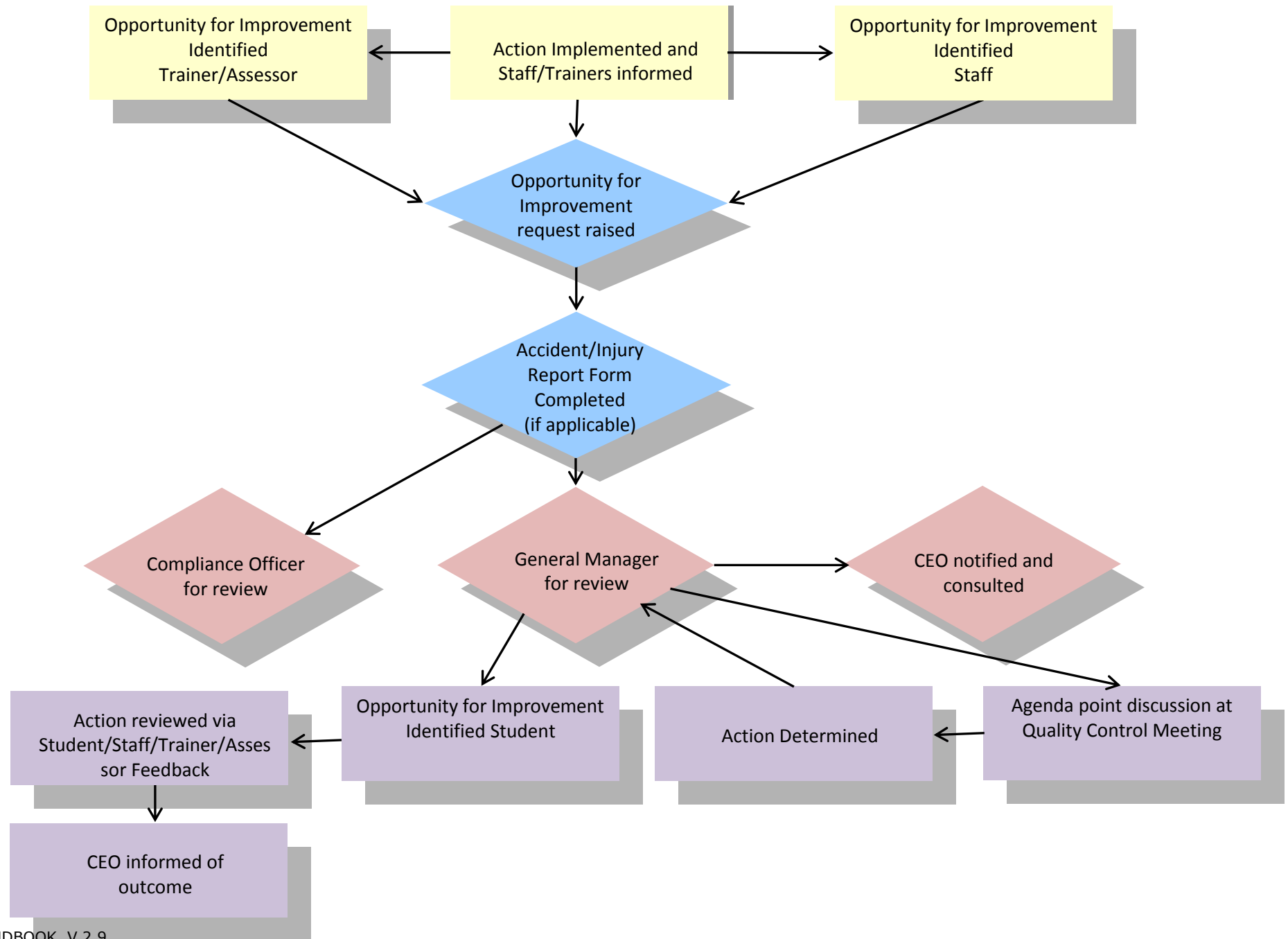
The identified needs will be monitored and recorded through the monthly "Quality Assurance Meetings" and within the Training and Assessment Strategies.

Client needs may be identified as, but not limited to, the following:

- Flexibility
- Disabilities
- Access to materials and equipment
- Relevance and currency of training materials
- Knowledge and understanding of subject
- Validation of current competencies

It is the responsibility of all staff to continuously identify client needs to ensure we are providing outstanding customer service.

OPPORTUNITY FOR IMPROVEMENT FLOWCHART



Training Guarantee

INTERCEPT GROUP PTY LTD will guarantee to complete all training and/ or assessment once the student has commenced study in their chosen qualification or course of study, unless the student submits a formal Letter of Withdrawal notifying the RTO that they wish to withdraw. If a student voluntarily drops out, this guarantee is valid for a maximum of six months from initial course commencement date.