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TRISCOTT EDUCATIONAL SERVICES

ACCREDITED TRAINING

2017

STUDENT HANDBOOK

1 INTRODUCTION	3
2 TRISCOTT EDUCATIONAL SERVICES INC RESPONSIBILITIES	
2.1 General	3
2.2 Course delivery	3
2.3 Staffing	4
2.4 Training environment	4
2.5 Qualifications	4
2.6 Access and Equity	5
2.7 Student selection	6
2.8 Student grievances and appeals	6
2.9 Student services	6
2.10 Recognition of prior learning (RPL)	6
2.11 Disciplinary procedure	7
2.12 Privacy	7
2.13 Evaluations	7
3 STUDENT RESPONSIBILITIES	8
3.1 Attendance	8
3.2 Exceptional circumstances	8
3.3 Assessment policy	8
What is competency? Standards, Assessment of competency, Assessment guidelines, Assessment judgement	8
Assessment materials, Assessment methods, Assessment context, Assessment only pathway, Assessment process, Underlying principles of assessment (10)	9
Fairness and equity	11
Assessors	11
Forms of evidence, Students with special needs, Feedback, Re-assessment	12
3.4 Learning and assessment program	13
Student training program, Learning activities, Assessment tasks, Preparing written reports, Late submission of assessment, grading system to be used, Resubmission options, Delivery style, Assessment feedback, Evaluation	
Assessment submission requirements, Plagiarism (15)	14
What you are expected to do – quoting, referencing, paraphrasing	16
3.5 Variation of enrolment - withdrawal	16
3.6 Refund of Fees	16
3.6 Confidentiality	16
4 ATTACHMENTS	17
4.1 Skills recognition assessment policy and procedure	17
Recognition of prior learning, Credit transfer, Policy. Procedure	
4.2 Grievance, complaints and appeals policy and procedure	18
4.3 Triscott Privacy policy	18
Collection of data,	19
Use and disclosure, Accuracy of information, Security of information, Access and correction	19

INTRODUCTION Triscott Educational Services (Triscott) welcomes you as a student. The training that you have enrolled in is recognised at a national level and complies with the AQTF 2010 Essential Standards.

Triscott is committed to the provision of relevant and quality training – providing you with:

- a range of training opportunities designed to meet the range of our student needs
- training that is relevant to working in the current education sector
- experienced and qualified trainers and assessors

Please feel free to contact Triscott administration - to ensure that you have access to any assistance that may be required to support you to achieve and/or update your personal and professional skills and knowledge

We wish you every success with your study.

2 TRISCOTT EDUCATIONAL SERVICES PTY LTD RESPONSIBILITIES

2.1 General

Triscott Educational Services is a Registered Training Organisation (RTO 6937) that operates in line with the requirements of:

- Department of Education and Training (DET)
- Standards for Registered Training Organisations 2015
- Victorian Regulations and Qualifications Authority (VRQA)

To ensure compliance with the Standards for Registered Training Organisations 2015, Triscott operates within a documented quality assurance system.

2.2 Training delivery

Triscott will ensure that:

- students have access to:
 - a current copy of the curriculum for the endorsed training packages
 - information regarding their chosen program of study
 - the availability of relevant and up-to-date learning resources
 - information related to appropriate support services
- training and assessment occurs in accordance with the requirements of the endorsed training packages and (where appropriate) the state or national guidelines for customising training
- delivery of the endorsed training packages is regularly updated and customised by Triscott

2.3 Staffing

Triscott will:

- ensure that quality training and assessment is provided across all of its operations and that training and assessment is delivered by trainers and assessors who:
 - i. have the training and assessment competencies determined by the National Quality Council or its successors
 - ii. have the relevant vocational competencies at least to the level being delivered or assessed
 - iii. continue to develop their vocational and training and assessment competencies to support improvements in the delivery of Triscott's services
- ensure that responsibility for the management of Recognition of Prior Learning applications and assessments is clearly identified and undertaken by a person or persons with relevant qualifications
- ensure that responsibility for the management and co-ordination of training delivery, assessment, staff selection and professional development is clearly identified and undertaken by a person with relevant qualifications and experience

2.4 Training environment

Triscott will:

- comply with the laws relevant to the operation of its training premises - including workplace health and safety and fire safety regulations
- arrange for training premises that are of adequate size and have adequate heating, cooling, lighting and ventilation
- ensure that training facilities, equipment and other resource materials are adequate for the training identified on Triscott's Scope of Registration and ensure that all are maintained in good order and repair

2.5 Qualifications

Triscott will:

- issue qualifications and/or statements of attainment to students who satisfactorily complete the requirements of the endorsed Training Packages within Triscott's Scope of Registration
- recognise the qualifications and statements of attainment that have been awarded by any other Registered Training Organisation

Qualifications and statements of attainment issued by Triscott will include the following:

- name of the provider as shown on the Certificate of Registration
- name of the person receiving the qualification
- name of the Training Package qualification as shown on the Scope of Registration
- date issued
- authorised signatory of the Registered Training Organisation
- imprint certificates with the nationally recognised training logo where courses are nationally recognised
- identify units of competency achieved on any certification issued - in relation to courses based on national competency standards

2.6 Access and Equity

- Triscott is firmly committed to achieving best practice in the provision of education and training services.
- Triscott acknowledges that their commitment is dependent on non-discriminatory access to services and comparable educational outcomes by all groups in society.
- By providing accessible and equitable vocational education and training services - all students will have the opportunity to develop knowledge and skills to enhance their work and life opportunities

Principles

- providing and maintaining education and training services that reflect fair and reasonable opportunity and consideration for all students, clients and staff - regardless of the person's race, colour, religion, gender, physical disability, socio-economic status or location
- equity for all people through fair and appropriate allocation of resources; and involvement in vocational education and training services
- equity of outcome within vocational education and training services for all people - without discrimination
- access for all people to appropriate quality vocational education and training and programs and services

Access and equity target groups

- people with a physical and/or intellectual disability
- people of non-English speaking backgrounds
- women
- long term unemployed
- people from a low socio-economic background
- people from rurally isolated communities

Access and Equity Rules

Triscott will apply the following rules in support of access and equity:

- all staff will be given fair and reasonable allocation of resources and services, and opportunity to participate in relevant decision-making processes
- all students will be given fair and reasonable opportunity to attend and complete their training
- all students and clients will be given fair and reasonable access to relevant Triscott resources

2.7 Student Selection

Triscott will:

- advise prospective students of:
 - qualifications on its Scope of Registration
 - application processes and selection criteria
 - fees and costs involved in undertaking training with Triscott
 - qualifications and/or statements to be issued on completion or partial completion of courses
 - competencies to be achieved during training
 - recognition of prior learning processes
 - assessment procedures including recognition of prior learning
 - facilities and equipment
- recruit students (at all times) in an ethical and responsible manner - consistent with the requirements of the courses
- ensure that application and selection processes are explicit and defensible; and equity and access principles are observed

2.8 Student Grievances and Appeals

Triscott has developed fair and equitable processes for dealing with student grievances and appeals. Student concerns will be discussed with the Triscott CEO.

A copy of the complaints Procedure is attached to this handbook (p17).

2.9 Student Services

Student Records

- files that incorporate academic results, reports and placement assessments are held by Triscott administration
- student personal information is available on request – preferably in writing or via email
- reprints of certificates and/or statements of attainment are available for a fee of \$15.00

Student Support

- the Triscott CEO, trainers and assessors are available to discuss issues with students and to assist those who may be experiencing difficulties
- support in areas such as Language, Literacy and Numeracy need to be discussed with trainers

2.10 Recognition of Prior Learning (RPL)

RPL recognises what a student has already learned from other courses, life experiences, work experience and/or any training provided at work - and measures it against the course of study that the student is undertaking or wants to undertake.

If the student's learning at work or elsewhere is relevant to the course / qualification, the student might be granted RPL and will then be exempt from part of the training.

Why Apply?

Students apply for RPL when they think that their previous study and/or experiences might be relevant to the subject(s) in which they are currently enrolling

The advantages of a successful RPL application are:

- the student will not have to repeat subjects that have already been successfully completed
- the student may be able to complete the course quicker

Additional information related to RPL is included at the end of this handbook (p16).

Credit Transfer

Students who have completed units from a course with Triscott or with another Registered Training Organisation will automatically be granted a credit transfer of that unit/s - on presentation of an original statement of attainment or a verified transcript award.

Additional information related to credit transfer is included at the end of this handbook (p16).

2.11 Disciplinary Procedure

Triscott may instigate disciplinary action in the event of misconduct by either staff or students.

2.12 Privacy

Triscott is committed to providing a high level of customer service – including the protection of staff and student privacy.

Triscott is bound by the Information Privacy Act 2000 and the Health Records Act 2001, which set out a number of principles concerning the protection of an individual's personal information.

- personal information held by Triscott may include (but is not limited to): either the staff and/or the student's name; date of birth; country of birth; language spoken; disability status; indigenous status; current and previous address; telephone numbers/email address; banking details; occupation; education achievement; previous and/or current employment details

Triscott may not be able to provide students with the support they require (e.g. funding support) if the itemised personal information is not provided.

Triscott is careful to protect staff and students' privacy and any personal information provided to Triscott is protected.

Triscott uses personal information solely for the purpose that has been indicated – is only provided to other parties in special circumstances where permitted by legislation or where there is an agreement for disclosure.

Reference: Triscott Privacy Policy in this document (p15)

2.13 Evaluations

Triscott uses its own internal evaluation proformas (Norrish-Reid Services evaluation forms) for gaining student's feedback on their training. Mid-course evaluation surveys are distributed and collated online.

The accumulated feedback enables Triscott to continue improving its services to students.

When requested, proformas from external government bodies will need to be completed – providing valuable information on the student's view of all aspects of their current training and assessment services provided by Triscott.

As a Registered Training Organisation, Triscott will be regularly audited by the VRQA

Students may be randomly selected and contacted by a representative of the VRQA for a brief phone audit – genuine feedback will be appreciated.

3 STUDENT RESPONSIBILITIES

3.1 Attendance

In competency-based qualifications and programs, attendance is a vital aspect of competency development. Therefore, Triscott expects punctual and regular attendance at scheduled classes – an essential component for students to complete courses satisfactorily.

3.2 Exceptional Circumstances

In the event of illness, students are responsible for contacting Triscott to enable their attendance arrangements to be addressed.

3.3 Assessment Policy

What is Competency?

Competency involves the application of specific skills and knowledge - to a particular standard of performance required in the identified workplace.

Aspects of work performance included in this concept involve:

- performance at an acceptable level of technical skill;
- organising one's tasks;
- responding and reacting appropriately when things go wrong; and
- transferring skills and knowledge to new situations and contexts

Standards

Standards are statements of the required workplace levels of performance.

Assessment of Competency

- means the process of collecting evidence and making judgements on whether competency has been achieved
- confirms that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course

Assessment Guidelines

- the endorsed component of a Training Package – underpins assessment
- set out the industry's approach to valid, reliable, flexible and fair assessment

Assessment Judgement

- involves the assessor evaluating whether the evidence provided meets the principles of assessment and the rules of evidence
- determines whether the student is competent/not yet competent - based on the available and evaluated evidence

Assessment materials

- include the physical and documentary resources that assist in any part of the assessment process, e.g.
 - information from the student
 - documented competency standards or other documented assessment benchmarks
 - any other related documentation that impacts on assessment
 - the assessment tools, assessment exercises/activities
 - any other resources for the quality assurance arrangements of the assessment system.

Assessment method/s

Different techniques may be used to gather different types of evidence, e.g.

- questioning
- direct observation
- structured activities
- third party feedback
- portfolios

Assessment context

Assessment of competency may be determined in a variety of environments, e.g.

- the environment where the work is performed
- a simulated environment that replicates the work environment
- various contexts, which address different aspects of the competency

Assessment context also includes:

- physical and operational factors
- the assessment system within which the assessment is carried out
- the range of opportunities for gathering evidence in a number of situations
- the purpose of the assessment
- who carries out the assessment
- the period of time during which the assessment takes place

Assessment only pathway

Recognises the achievement of competencies/qualifications - through a process of formal assessment by an assessor, and involves:

- an evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience
- recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies

Assessment process

- the series of key steps in the assessment cycle

Underlying Principles of Assessment

An effective assessment system in a competency-based environment requires basic principles of assessment and rules of evidence must apply:

Validity	- assessment is valid when the process assesses what it claims to assess
Reliability	- the consistency of the interpretation of evidence and the consistency of assessment outcomes - is achieved when assessors share a common interpretation of the unit/s being assessed
Fairness	- assessment is fair when: o the assessment process is clearly understood by students and agreed on by both assessors and students o when students' needs and characteristics are addressed
Flexibility	- involves consideration of the various needs of the parties involved in the assessment process - applies to the assessment process – not the competency standard - provision for flexibility must be balanced to ensure validity of the assessment
Rules of evidence	- guide the collection of evidence to ensure that it is valid, sufficient, current and authentic

- Validity
- valid evidence must relate directly to the requirements of the competency standard; must encapsulate the breadth and depth of the competency standard – necessitating the use of a number of different assessment methods
 - to ensure evidence is valid, assessors must ensure that the collected evidence supports the student's knowledge, skills and performance requirements of the competency standard
- Sufficiency
- to ensure that all aspects of the competency standard have been captured sufficient evidence is necessary
 - sufficient evidence will be required to satisfy the need for repeatable performance
 - in some circumstances, supplementary sources of evidence may be necessary
- Currency
- competency requires demonstration of the student's current performance – therefore the evidence collected or provided must be recent
 - the age of collected evidence is significant
- Authenticity
- where evidence relies on indirect or supplementary forms of evidence or the direct evidence is not directly observable, other complementary evidence that supports authenticity may need to be provided
 - it is imperative that Triscott ensures that the evidence is from the student and not another person

Fairness and Equity

Triscott's assessment system and its processes do not intentionally disadvantage any person or organisation:

- all eligible students will be guaranteed access to assessment – an assessment that will not discriminate on any basis
- assessment guidelines will include considerations for working with students who have special needs
- the assessment system exhibits the following characteristics:
 - the standards, assessment processes and all associated information are straight forward and understandable
 - the characteristics of potential students are identified from an initial Literacy and Numeracy Test - 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 students
 - an appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified - involving access, assessment, certification or any other related issue
- where potential disadvantages are identified, the system will be 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 student's evidence against a set of standards
- assessors have a sound knowledge of, and are skilled in, the relevant industry area
- assessors have an acknowledged competency in assessment and hold an appropriate Workplace Assessor qualification

Assessors will:

- interpret and understand the criteria
- ensure that evidence meets the standards
- ensure that evidence is valid, authentic, reliable, consistent, current and sufficient
- use their expertise to make fair and objective judgements

Assessors training and ongoing professional development includes:

- roles, responsibilities and ethics
- procedural and administrative duties
- performance and knowledge evidence gathering and presentation
- interpretation and usage of standards
- selecting and using appropriate methods of assessment
- requirements regarding processing and recording of results, progress and feedback

Assessors must always understand and practise fair, objective, unbiased and flexible assessment processes.

Forms of evidence

Basic forms of skills evidence include:

Direct performance evidence – current or from an acceptable past period – from:

- extracted samples within the workplace
- natural observation in the workplace
- simulations, including competency and skills tests, projects, assignments
- supplementary evidence - from oral and written questioning, personal reports, witness testimony

Appropriate and valid forms of assessment may include:

- evaluation of direct products of work
- natural observation
- skill tests, simulations and projects
- evaluation of underpinning knowledge and understanding
- questioning and discussion
- evidence from prior achievement and activity

Students with additional needs

- a fundamental principle of the Triscott assessment system is that each student will have access to a fair and open assessment
- students with additional needs will be offered the same opportunities as any other student
- the assessor – in conjunction with the trainer - will consider the best approach when dealing with students with additional needs, e.g. the student who lacks literacy skills and/or confidence, has a nonEnglish speaking background, physical and intellectual needs
- the assessor will take additional needs into consideration from the planning stage onwards
- appropriate assessment methods will be adopted, as deemed appropriate
- the assessor may be able to accept alternative evidence from a student with additional needs when the assessor is uncertain s/he will consult with the student's trainer and/or other assessors to verify the assistance and guidance required
- the situation will be fully documented and the student will be provided with appropriate feedback

Feedback

- when training units are assessed as 'not yet complete' students will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment

Re-assessment

- students who are dissatisfied with their assessment outcome may apply for reassessment - by contacting Triscott directly (info@triscott.com.au)
- Triscott administration will document the concern and contact the relevant assessor

3.5 Learning and Assessment Program

Student training program

The student's learner guide/manual will provide the relevant content and instructions for the student's training program.

Learning Activities

- are a key part of each student's learning
- require the student 'to do something' - such as completing an exercise or finding out how something is done in the workplace
- assist the student to test his/her understanding and to provide the practice required to enable assessment tasks to be completed successfully

Assessment tasks

- are part of the evidence of competency
- are collected over time as the unit is completed
- demonstrate the student's proficiency in the unit
- need to be completed successfully for the student to be deemed to have completed the whole unit

Preparing written reports

- All work submitted for assessment must be the participant's own work and presented in their own words
- Internet sites should be appropriately cited – with a copy of the internet information submitted as an appendix
- Assessment of group work assignments requires the individual student to demonstrate their ownership, comprehension and practical application of the competency – demonstration may be presented orally, in a written format and/or through a practical application endorsed by the trainer

Late submission of assessment

- All assessments should be completed on time
- Under exceptional circumstances the student may seek an extension - by initially approaching Triscott administration
- The agreement will be approved in writing – generally by email

Unit grading system to be used

- Complete (C) or Not Yet Complete (NYC)

Resubmission options

- Students will be provided with options for their reassessment – after the assessor has determined the unit is Not Yet Complete (NYC)

Delivery style

Training package units have a flexible delivery system.

Delivery of the unit content may vary in its scheduled timing due to the flow of activities Assessment feedback.

After assessment tasks have been submitted to Triscott and marked the student will receive his/her results and feedback.

Feedback will reassure the student of his/her strengths and address any weaknesses that could be improved.

At the completion of the unit the student will be given the result of their competency related to that unit.

The original tasks and documentation will be given to the student (for their records) – a copy of the documentation and the student's results will be maintained (electronically) for Triscott records.

Evaluation

An evaluation form will be part of the materials included in the student's learning guide / manual.

When students complete their in-class training, they are encouraged to provide feedback on how training and assessment services and course materials could be improved via the Norrish-Reid Services Evaluation Form.

When they have completed their Practical Placement project, students are encouraged to complete and submit the AQTF 2007 Learner Questionnaire.

During their practical placement experience, students are encouraged to provide their Employer / Workplace Supervisor with the appropriate AQTF 2007 Questionnaire – with an option of the Employer / Workplace Supervisor completing it and returning it to Triscott.

Assessment Submission Requirements

Unit assessment information and requirements

At the commencement of the in-class training - students will be provided with:

- unit learner guide / relevant set of tasks
- assessment cover sheets
- assessment notification/result sheet

The assessment notification/result sheet is provided to enable students to review elements that will be covered in the unit and how they will be assessed.

The Triscott Student Handbook provides information that addresses:

- submission requirements
- plagiarism, copying, and cheating and the penalties
- reassessment and repeating
- appeals

Triscott trainers will guide students to the relevant information to ensure that they understand the requirements.

Individual assessment submission

Assessments must be submitted via mail to Triscott by due dates - with a completed assessment cover sheet attached.

Students are advised to ALWAYS keep a copy of their assessment submissions – for their own records

Individual assessment results and feedback

Once an assessment is submitted it will be marked by a trained assessor who will provide:

- feedback on the student's work, and
- a result related to the assessment of complete units

Comments and results will be recorded on the cover sheet and signed by the assessor.

The original documents will be attached to the student's cover sheet and the assessment results will be stored electronically in the student's academic file.

The original documents and the cover sheet will be returned to the student after the document has been scanned and recorded electronically.

Unit results and feedback

Once the student's results for the unit/s have been recorded on the assessment notification/result sheet the student will be provided with feedback on his/her overall performance and receive a results sheet.

After all units required for the qualification have been satisfactorily completed and the student has gained a 'Complete' rating for all sections – the qualification will be granted and the certificate awarded.

Students who withdraw or who do not complete the full qualification by the end of a training year will be sent a statement of attainment – indicating their progress towards gaining their identified qualification.

Plagiarism

Definition:

Plagiarism is defined (in the 1995 Random House Compact Unabridged Dictionary) as 'the use or close imitation of the language and thoughts of another author and the representation of them as one's own original work'
en.wikipedia.org/wiki/Plagiarism.

Relevance

Repeating some-one else's work without the appropriate referencing and acknowledgement is considered stealing in Australia.

There are regulations about plagiarism and laws governing it.

Work that is deemed to be plagiarism can be grounds for failure in a course.

As education standards become higher - students are expected to develop their own ideas, to read information and explain ideas in their own words.

Copying text directly does not indicate the student's understanding of the work covered.

What you are expected to do:

Quoting

- It is unacceptable to directly copy something word for word.
- It is acceptable to place the words in quotes and reference the text.

Referencing

- When a fact has been stated - unless it is considered as 'general knowledge' – the student should indicate (by referencing) where the fact has come from.
- Referencing acknowledges the work of others - allowing the reader to evaluate the legitimacy and reliability of the writer's source.

Paraphrasing

- If you use text 'word for word' it MUST be acknowledged.
- It is better to maintain and express your own thoughts and to use your own words.

3.5 Variation of enrolment - Withdrawal

Students who withdraw from units or change their enrolment during the year must contact Triscott immediately.

It is the individual student's responsibility to ensure that their enrolments details are correct.

3.6 Refund of Fees

Triscott will organise a full refund of student fees if the training is cancelled, postponed (by more than 4 weeks) or if other arrangements cannot be made.

If a student withdraws from the course more than 7 days prior to the commencement date, the student will be given a full refund less an administrative fee of \$150.

When a student's enrolment is withdrawn, the non-refundable deposit of \$150 will be retained by Triscott. Triscott will not refund a student's fees if the student withdraws after the training begins.

3.7 Confidentiality

Students are required to observe confidentiality – at all times.

Breaches of confidentiality will be viewed as a serious offence.

4 ATTACHMENTS

4.1 Skills Recognition Assessment Policy and Procedure

Recognition of Prior Learning (RPL)

RPL is a form of assessment that is used to determine whether a person has achieved - through formal or informal learning and experience - the required learning outcomes of an identified unit of training.

Credit Transfer

Students who have completed relevant units from course/s at other training institutions will be given recognition of units - on presentation of an original transcript, award or statement of attainment.

Policy

Triscott will ensure that all enrolled students will have access to a copy of the Triscott Skills Recognition Assessment Policy and Procedure.

Skills recognition assessment (including RPL) will be available to all enrolled students.

Applications for Skills Recognition Assessments will be managed and assessed efficiently by a person or persons with appropriate expertise.

Skills Recognition Assessment processes will be valid, reliable, flexible and fair.

Evidence collected to support this process will be valid, sufficient, current and authentic.

Triscott will ensure that an individual's learning and skills are recognised, irrespective of how or where they have been acquired.

Students may apply for recognition of their learning and skills by supplying evidence of:

- previous recognised training undertaken
- work and life experiences
- non-formally recognised training undertaken

Skills Recognition Assessments and outcomes will be recorded and relevant qualifications and/or statements of attainment will be issued - where applicable.

Procedure

Information and advice related to making an application for a Skills Recognition Assessment will be provided to students, as requested.

Administration and assessment of a Skills Recognition Assessment application will be determined and discussed with the individual student.

Costing for the process will be discussed by the Training Manager with each individual application – costing is determined according to the level of the application and the time taken to process any such application.

Additional information/documentation may be requested.

When an assessment is undertaken - and the results verified - the applicant will be notified of the decision.

When applicable, exemptions/credits will be granted and recorded by Triscott staff - and relevant qualifications/statements of attainment will be issued.

Students may appeal a decision and any such appeal should be lodged, in writing, with the Triscott CEO.

4.2 Grievance, Complaints and Appeals Policy and Procedure

Policy

Triscott Educational Services provides a process for complaints and appeals to be heard and actioned.

This includes any allegations involving the conduct of:

- Triscott Educational Services, its trainers, assessors and/or other staff
- a third party providing services on Triscott's behalf; its trainers, assessors or other staff; or
- a Triscott Educational Services' student.

All complaints and appeals received by Triscott Educational Services will be viewed as an opportunity for improvement.

Despite all Triscott Educational Services' efforts to provide satisfactory services to its students and clients, complaints may occasionally arise that require formal resolution. The following procedures provide students and clients with an opportunity to have any issues relating to a substantiated complaint or appeal resolved and resolutions reached - that attempt to satisfy all parties involved. The complaints and appeals process will be at no cost to the student or client - unless referred to a third party.

Procedure

The complaints and appeals policy and procedure and applicable form are made available to all students, potential students, and clients by direct contact with Triscott Educational Services, through the Triscott website, and within the student information handbook.

4.3 Triscott Privacy Policy

When dealing with personal or health information about individual students, Triscott is obliged to comply with the Information Privacy Act (IPA) 2000 and the Health Records Act (HRA) 2001.

Health Information means information or opinion about:

- the physical, mental or psychological health (at any time) of an individual; or
- a disability (at any time) of an individual; or
- an individual's expressed wishes about the future provision of health services to him/her; or
- a health service provided, or to be provided, to an individual, that is also personal information; or
- other personal information collected to provide, or in providing, health service; or
- other personal information about an individual collected in connection with the donation, or intended donation, by the individual of his or her body parts, organs or body substances; or
- other personal information that is genetic information about an individual in a form which is or could be predictive of the health (at any time) of the individual or of any of his or her descendants.

Collection of information

Triscott is constrained by legislation to only collect information where it is necessary for one or more functions and/or activities.

When information is collected about an individual student, reasonable steps will be taken to inform the individual of:

- the purpose/s for which the information is being collected
- to whom Triscott is required to disclose the information
- any law that requires collection of the particular information
- the main consequences (if any) for the student who does not provide all or part of the information

Some personal information (e.g. information about a student's ethnicity or religious beliefs) can be regarded as 'sensitive information'.

Triscott will only collect sensitive or health information:

- with the consent of the individual student
- as otherwise allowed by the Acts; or
- as required/ authorised by/under law

Use and disclosure of information

Triscott will only use or disclose information:

- for the purpose for which it was collected (that is, the primary purpose)
- for a secondary purpose that:
 - is related to the primary purpose and, if the personal information is sensitive information, or health information directly related to the primary purpose
 - the individual would reasonably expect
 - where there is consent of the individual concerned to the use or disclosure
 - as otherwise allowed under the Acts, or required or authorised or under law

When Triscott collects information - the purpose for which it is collected will usually be made clear on any forms that are to be completed or the purpose will be apparent from the circumstances.

When required, Triscott will seek the student's consent to use the information in a particular way.

Accuracy of information

Triscott will take reasonable steps to ensure that the information held is both accurate and complete.

Security of information

Triscott will take reasonable steps to protect student information from misuse, loss, unauthorised access, modification or disclosure.

Information will be destroyed if it is no longer needed for any legitimate purpose.

Access and correction

Access and correction of each student's information is handled by Triscott - in accordance with the Freedom of Information Act 1982.