



**National
Institute of
Construction
Skills**

STUDENT HANDBOOK

General



**NATIONALLY RECOGNISED
TRAINING**

**National Institute of Construction Skills (NICS)
RTO Number: 30048**



WELCOME TO NATIONAL INSTITUTE OF CONSTRUCTION SKILLS

The Master Painters, Decorators & Signwriters Association of Queensland Union of Employers is now trading as **National Institute of Construction Skills (NICS)**.

The team is proud to welcome you on board. We trust that you will find the time we share challenging, rewarding and fun.

Our aim is to equip you with the knowledge, skills, and confidence to carry out your duties and responsibilities in the workplace.

During your time with us, you will be exposed to a variety of experiences and challenges. The course will provide a mix of theory and practical skill training.

We will also offer you an opportunity to build your confidence and motivation with a view to prepare you for a competitive market.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are welcome to ask us for further information if you have questions, which are not covered in this handbook.

As a registered training organisation, National Institute of Construction Skills is responsible for compliance with the Standards for RTOs 2015 which is regulated by the Australian Skills Quality Authority (ASQA). Therefore, we provide the highest quality training to ensure that you are fully equipped with exceptional knowledge and skills to be an ambassador for the painting industry.

The quality of your experience at National Institute of Construction Skills depends largely on your motivation and commitment. We feel that we have in place an ideal learning environment.

Meet the challenge and we will do our very best to ensure that the benefit to you exceed your expectations.

Regards,

Chris Munday
President

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Code of Practice

As a Registered Training Organisation, NICS has agreed to operate in accordance with the VET Quality Framework including the Standards for RTOs 2015. This includes a commitment to recognising qualifications and Statements of Attainment issued by all other Registered Training Organisations. NICS will ensure the quality and compliance of its training and assessment in accordance with these Standards.

Access and Equity

All students will be recruited in an ethical & responsible manner, consistent with the requirements of the curriculum or National Training Package. Our Access & Equity Policy ensures that trainee selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards & outcomes of the course, based on their qualifications & experience.

Quality Management Focus

NICS has a commitment to providing a quality service & a focus on continuous improvement. We value feedback from students, staff & employers for incorporation into future programs.

Client Service

We have sound management practices to ensure effective client service. In particular we have client service standards to ensure timely issue of trainee assessment results & qualifications. These will be appropriate to competence achieved & issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, a fair & equitable Refund Policy, a Grievance & Appeal Policy, an Access & Equity Policy, & student welfare & guidance services. Where necessary, arrangements will be made for those clients requiring literacy &/or numeracy support programs.

We will take every opportunity to ensure that this information is disseminated, understood & valued by personnel & clients. Our trainee information will ensure that all fees & charges are known to students before enrolment, that course content & assessment procedures are explained & that vocational outcomes are outlined.

External Audit

NICS has agreed to participate in monitoring & audit processes. This covers random compliance audits, audit following complaint & audit for the purposes of re-registration.

Legislative Requirements

NICS will meet all legislative requirements of State & Federal Government. In particular:

- The Work Health and Safety Act
- Privacy Act
- National VET Regulator Act
- Further Education and Training Act
- Anti-Discrimination Act
- Environmental Protection Act

Any changes made to legislation and regulation that impact on the participation of students training will be advised within 7 days of the change coming into effect.

Work Health & Safety Act 2011

The Work Health & Safety Act sets out the laws about health and safety requirements affecting most workplaces, work activities and specified high risk plant in Queensland. It seeks to protect your health and safety and the health and safety of everyone at a workplace, while undertaking work activities or using specified high-risk plant.

Copyright Act 1968

The Copyright Act protects an author of a document, essay, text, manuscript, or file from having their work, plagiarised, copied or disseminated without authorisation from the author. It is important that all students provide original work to ensure this act is not breached.

Racial Discrimination Act 1975

Racial discrimination happens when someone is treated less fairly because of their race, colour, descent, national origin, or ethnic origin then someone of a different 'race' would be treated in a similar situation.

For more information please go to the Human Right and Equal Opportunities Commission www.hreoc.gov.au

Sex Discrimination Act 1984

Sex discrimination occurs when a person is treated less fairly than another person because of their sex or marital status or because they are pregnant. This is direct discrimination. Indirect discrimination can also occur when a requirement that is the same for everyone has an unfair effect on some people.

For more information please go to the Human Right and Equal Opportunities Commission www.hreoc.gov.au

Disability Discrimination Act 1992

Direct disability discrimination happens when a person with a disability is treated less favourably than a person without the disability would be treated in the same or similar circumstances. Discrimination also happens when there is a requirement or condition or practice that is the same for everyone but has an unfair effect on a particular group of people.

For more information please go to the Human Right and Equal Opportunities Commission www.hreoc.gov.au

Building Act 1975

The Building Act governs all building work in Queensland. The Act empowers the regulation of certain aspects of buildings and structures and includes the administrative terms necessary to give effect to the legislation. This Act will have impact on Certificate III in Painting & Decorating, Solid Plastering & Wall & Ceiling Lining.

For more information please go to www.legislation.qld.gov.au

Commission for Children and Young People and Child Guardian Act 2000

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The Commission for Children and Young People and Child Guardian is an organisation which promotes and protects the rights, interests, and wellbeing of all Queenslanders under 18. The Commission has a child protection system that ensures all people that come into contact with children have been properly screened in order to comply with the Act. NICS actively encourages and supports the system by ensuring trainers have the necessary requirements.

For more information please go to <http://www.childcomm.qld.gov.au/>

Domestic Building Contracts Act 2000

All projects involving domestic building work valued at more than \$3,300 must have a signed contract which complies with the DBC Act requirements. The DBC Act requires contractors to provide clients with a signed copy of the contract, together with a QBCC approved Contract Information Statement, within 5 business days of entering into the contract.

For all forms and more information please go to <http://www.qbcc.qld.gov.au/>

Further Education and Training Act 2014

This Act relates to the regulation of Vocational Education and Training for both employers and employees. It is in place to assist in the continuing improvement of training and education services and outcomes for all communities.

For more information go to www.trainandemploy.qld.gov.au

Workers' Compensation and Rehabilitation Act 2003

The Workers' Compensation and Rehabilitation Act 2003 prescribes employer and employee obligations in relation to worker's compensation and rehabilitation. Advisory Standards also regulation health and safety issues in the workplace including workplace harassment and bullying.

For further information go to website <http://www.nohsc.gov.au/SmallBusiness/BusinessEntryPoint/laws>

WorkCover Queensland Act 1996

WorkCover Queensland provides assistance to any worker who has sustained an 'injury' and whose employment was a 'significant contributing factor' can apply for workers' compensation.

For more information go to www.workcover.qld.gov.au

Information Privacy Act - 2009

The privacy scheme in Queensland adopts the 11 Information Privacy Principles (IPPs) in the

Commonwealth Privacy Act 1988 –

The *Privacy Amendment (Enhancing Privacy Protection) Act 2012* was passed. It makes significant amendments to the Privacy Act 1988

Queensland Privacy regulates how personal information is collected, stored, used, and disclosed by Queensland Government agencies. It will address community concerns about any unauthorised use of

personal information stored on both paper and electronic databases. There will be strict guidelines about the storage of personal information to protect it from being lost or misused, modified or disclosed. Queensland Privacy is a government policy and is subject to legislation and existing contractual responsibilities of agencies. NICS ensures that all client information is kept private and confidential.

For more information go to <http://www.justice.qld.gov.au/>

Industrial Relations Act 2016

In Queensland the primary legislation that governs the state industrial relations system is the Industrial Relations Act 2016 which defines an industrial instrument as an award, certified agreement, and Queensland workplace agreement.

These cover your rights and obligations regarding:

- rates of pay
- leave entitlements (including public holidays)
- termination and resignation from work
- discrimination
- taxation and superannuation
- employment records

For more information go to <http://www.dir.qld.gov.au/industrial/index.htm>

Management and Administration

NICS has policies & management strategies, which ensure sound financial & administrative practices. Management guarantees the organisation's sound financial position & safeguards trainee fees until used for training/assessment. We have a Refund Policy, which is fair & equitable. Trainee records are managed securely & confidentially & are available for trainee perusal on request. NICS has adequate insurance policies.

Marketing and Advertising

NICS markets our vocational education & training products with integrity, accuracy & professionalism, avoiding vague & ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment

Training and Assessment Standards

NICS has personnel with appropriate qualifications & experience to deliver the training & facilitate the assessment relevant to the training products offered. Assessment will meet the requirements of the VET Quality Framework, particularly, the Standards for RTOs 2015. Adequate facilities, equipment & training materials will be utilised to ensure the learning environment is conducive to the success of students.

NICS is committed to providing the best possible learning environment for all staff and students to achieve the outcomes sought by industry. Therefore, our trainers will work with students to ensure that the needs of each individual student are met in accordance with their individual or group learning style.

The way a student learns will depend greatly on his/her ability to be able to interpret and comprehend the information being provided by the trainer and their ability to be able to apply this knowledge and skill in an assessment.

NICS has developed learning and assessment methodologies that can be contextualised/customised to suit learning styles, working environments and the needs of industry and employer.

All training offered by NICS may use one or more of the following methodologies depending on the qualification or unit of competency being undertaken:

- Online learning
- Face to face learning
- On-site learning under the direct supervision of their qualified employer
- Practical on-site activities under the supervision of a NICS Trainer
- Practical activities at a suitably equipped training centre under the supervision of a NICS Trainer

All formal learning will be undertaken in an online learning environment, NICSOnline. Other formal face to face training and learning may be conducted on site using our mobile training facility or at a suitably equipped training centre if necessary and requested by the employer or learner.

Learners will be required to provide the following resources:

- Laptop or desktop computer to complete online learning
- Secure internet connection
- Mobile phone to complete online learning and/or take video/photographic evidence to support the completion of workplace tasks and learning
- Personal protective equipment for the completion of practical assessments

NICS uses a range of assessment to support students in demonstrating competency. In most cases, assessment for each unit of competency in a qualification consists of:

- Written or theory test (online);
- Practical observation of tasks/activities being undertaken in a real or simulated workplace;

All students are provided with information on the assessment process through NICS Online or via direct communications from the trainer or administration including:

- Where and when the assessment is to be conducted;
- How the assessment is to be conducted;
- The tasks to be completed;
- The evidence to be collected
- The NICS Complaints and Appeals Policy;
- Re-assessment

Assessment tasks are deemed either satisfactory or not satisfactory, while units of competency are deemed competent or not yet competent. In order to be deemed competent for a unit of competency, a student must successfully complete all assessment tasks for that unit of competency, to a satisfactory level and to the standard that would normally be expected in the workplace.

Where an assessment has been deemed not satisfactory, feedback on the areas in need of improvement will be provided and the student invited to be re-assessed at a later date. Learners will be provided with one additional opportunity to be reassessed at no cost within 60 days of the original assessment result. Once the 60 days has elapsed, students will be required to re-enrol and complete full training and assessment again at their cost (except for apprentices).

Where, during the enrolment process, it was identified that a student has specific learning difficulties, or needs or a particular disability, assessment can be adjusted to suit their needs (providing reasonable adjustment does not alter the integrity of the unit of competency or render the assessment unsafe or in breach of legislation, regulation, or other law). Reasonable adjustment will be applied by trainers and

assessors on a case-by-case basis. Students should speak to their trainer/assessor directly if they have any concerns in relation to an assessment method or task.

Assessment Results

Students can access their results for assessment by accessing their account in NICSOnline at the end of each assessment event. Trainer marked assessments will be available to the student once the trainer has completed the marking process. Assessment results will not be given to anybody other than the student, the trainer and or NICS CEO. No assessment results are issued or discussed over the telephone.

Vocational Outcomes

NICS offers a range of qualifications that lead to the completion of a trade apprenticeship in the fields of:

- Painting and decorating (Certificate III in Painting and Decorating)
- Plastering (Certificate III in Solid Plastering)
- Certificate III in Wall and Ceiling Lining

At present, NICS holds a contract with the Department of Employment, Small Business and Training to deliver this training under apprenticeship pathways. This means that, subject to eligibility, the cost of training is subsidised by the Queensland Government.

Completion of these qualifications may entitle the graduate to apply for a trade contractor's licence with the Queensland Building and Construction Commission. Go to <http://www.qbcc.qld.gov.au/> for further information.

Qualification

After successfully completing the assessment requirements for all units of competency, students will be awarded with qualification with 30 days. Included with the qualification, is a full list of all units of competency completed.

Should a student cancel or withdraw from their qualification at any point throughout the duration of the qualification, they will be awarded a Statement of Attainment for all units of competency successfully achieved.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) refers to the acknowledgement of pre-existing skills and knowledge as a result of formal training, work experience and/or life experience.

Achieving RPL requires the submission of an application and submission of a range of evidence in support of any existing knowledge and skills. In addition, students may be required to participate in a formal interview and challenge tests to examine the depth of any existing knowledge and skills.

If a student believes they may be eligible for RPL, they must contact our administration team who will the necessary arrangements. It is advantageous that applications for RPL are submitted as soon as practicable after enrolment to ensure that any units of competency are not completed unnecessarily.

Recognition of prior learning policy

This policy is to confirm that all participants, potential or actual, of NICS courses are provided with full recognition of their current skills & knowledge.

National Institute of Construction Skills promotes acknowledgment of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning (RPL) process conducted by NICS is an assessment process, which provides acknowledgement of all skills & knowledge gained through the life experiences, work experience, previous training & formal education of applicants.

As a registered vocational education & training provider NICS conduct the RPL process within the framework of the key principles which includes:

- adopting a focus on the competencies held rather than on how, when or where the learning occurred;
- a demonstrated commitment to recognising the prior learning of adults;
- providing access to the RPL process for all potential participants of courses;
- undertaking RPL processes which are fair to all those involved; &
- providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support & counselling, formal application, assessment, post-assessment guidance & certification for course participants.

NICS automatically check all enrolment details for indications that participants may qualify for RPL, however participants who consider they have the potential to qualify for RPL are expected to discuss the matter with us accordingly.

The special needs of RPL applicants are recognised by NICS and we will make the necessary reasonable adjustments during the RPL assessment process where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved the necessary competencies/learning outcomes to the required standard in the relevant training course or program. All assessment mechanisms used are valid, reliable, flexible & fair and conducted in an ethical manner. The key objectives of NICS RPL assessment process are to:

- minimise duplication of learning, training, or skill acquisition;
- allow the completion of studies in the shortest possible time;
- provide clear RPL outcomes & access to further learning/training & career development;
- provide quality advice & support to potential & current applicants;
- conduct the RPL process only in respect to courses for which NICS is registered to assess;
- ensure that only fully qualified consultants are involved in the RPL process;
- document the RPL process;
- recognise competencies & modules gained through an RPL process conducted at another registered RPL training organisation;
- ensure RPL processes are monitored, evaluated & updated where appropriate;
- advise RPL applicants of their right of appeal through the formal process; &
- ensure fees & charges are fair & competitive with the industry standard.

Recognition of qualifications and Statements of Attainment issued by other RTOs

NICS will recognise the qualifications and Statements of Attainment issued by any other RTO. This means that, where a student has already completed a unit of competency in their chosen qualification, NICS will

award credit and the student will not have to repeat the unit of competency. It should be noted that credit cannot be awarded without substantiation. Therefore, to apply for credit for completed study, the student must supply a copy of the qualification and associated record of results and/or a Statement of Attainment to testify to the possession of completion. It does not matter where the training was completed.

All students and employers should be aware that NICS is obligated to verify the authenticity of the documents provided and will contact the issuing RTO to determine its authenticity.

Credit transfer and direct credit

To apply more definition around these terms:

- NICS will award direct credit where a student supplies evidence to support the fact that they already hold a unit of competency. This will be awarded where the code and title of the unit of competency are identical. For example; a student holds a Statement of Attainment for CPCCCM1012A Work effectively and sustainably in the construction industry. This unit of competency is a core unit of competency from their qualification.
- NICS will award credit transfer where a student supplies evidence to support the fact that they already hold a similar unit of competency RIICCM203A Read and interpret plans and specifications. CPCCCM2001A Read and interpret plans and specifications is a core unit of competency and has the same content of RIICCM203A. NICS will conduct a detailed mapping exercise to determine the extent to which the units of competency are the same. Should all aspects of the destination unit be covered by the origin unit, credit transfer will be awarded.

In order to award credit transfer for apprentices, NICS must have a copy of the Statement of Attainment or qualification and Statement of Results from the issuing RTO, to be verified with the issuing RTO, before credit can be awarded. Where you have completed any training with a registered training organisation that is no longer operating, and you cannot locate your certification, you can contact the Australian Skills Quality Authority (ASQA) directly to source a copy of your records. Go to www.asqa.gov.au to find out more.

Assessment records

Assessment records are a permanent account of achievement of performance & all records relating to courses/programs conducted by NICS are maintained in accordance with the requirements of the Standards for RTOs 2015. All enrolment, learning and assessment records are maintained on NICS online learner management system, NICS Online. Employers, learners, and their trainer have continual access to the information contained in NICS Online pertaining directly to their enrolment and participation in training.

Assessment policy

This policy confirms & details the principles of competency-based assessment to be applied within assessment systems used by National Institute of Construction Skills. The application of these principles will result in the valid, reliable & fair assessment of persons enrolled in training programs.

This policy applies to assessment activities (including RPL) carried out with respect to all training programs delivered, whether directly by, or on our behalf. **Assessment Directives**

- Assessment conducted by NICS will observe the following directives as required by the *Competency Standards for Assessment Training Package for Assessment & Workplace Training*
- *Competency Based Assessment* - Assessment must take place within a competency-based assessment system within established procedures as defined in the *Guidelines for Conducting Assessment Training Package for Assessment & Workplace Training*
- *Validity* - Assessment methods will be valid, that is, they will assess what they claim to assess;

- *Reliability* - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the student & from context to context;
- *Fairness* - Assessment procedures will be fair; this is they will not disadvantage particular students.

Assessment procedures will:

- be equitable & culturally appropriate;
- involve procedures in which criteria for judging performance are made clear to students;
- employ a participatory approach; and
- provide for students to undertake assessments at appropriate times;
- *Flexibility* - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment;
- *Recognition of Prior Learning* - Individuals seeking RPL will be able to access an RPL process as described in National Institute of Construction Skills supporting *Recognition of Prior Learning Procedures*.
- *Cost Effectiveness* - Assessment conducted by or on behalf of NICS will be completed in a cost-effective manner. Our facilitators are responsible for determining issues with respect to cost effectiveness such as the timing & frequency of assessment. Decision made in this regard are to be made clear to students before they commence their training programs; &
- *Comparability* - The review of assessment systems & procedures & the outcomes of assessment must be undertaken at regular periods in order to ensure that they are functioning appropriately. The review process is essential in maintaining comparability of assessment. The comparability of assessment will be addressed within the quality procedures. NICS will utilise a network of consultants to maintain comparability of assessment at the delivery level.

Feedback and continuous improvement

NICS is proud to quality assure the delivery of its vocational education and training products and services. At the conclusion of your training, you will be provided with a questionnaire to provide us with feedback on the service provided and the quality of our training. Whilst this questionnaire is not mandatory, we would appreciate your valuable feedback and you can remain anonymous.

The results of all surveys conducted by NICS will remain confidential and securely stored. The information you provide will not be shared with anyone unless required by law and regulations.

Transition from superseded training products

Qualifications and units of competency are regularly updated to ensure that the training offered by NICS is in accordance with current accepted industry practice.

Where a qualification or unit of competency is superseded, all learners will be advised as soon as is practicable of any changes to be made to their enrolment. Generally, if a qualification is superseded, NICS will transition all learners within 12 months. In most cases, this will not impact on any training already completed. In some circumstances, where a learner is almost complete, they will be offered the opportunity to complete the existing qualification providing it is completed by the specified deadline.

Where a qualification or unit of competency is deleted and no longer available, Where a qualification or unit of competency is superseded, all learners will be advised as soon as is practicable of any changes to be made to their enrolment. Where a qualification or unit of competency is deleted, all learners will be required to transition within 12 months. This means that all training and

assessment must be completed within specified deadlines. NICS will work with all learners to ensure that qualifications are completed within 18 months (for qualifications) and 12 months (for units of competency) of deletion.

For information specific to apprentices and trainees, refer to the Apprentice Student Handbook.

Enrolment and participation in training

COURSE ENROLMENT

Depending on the course the student is enrolling in, they may enrol directly online or, if the student is an apprentice, they will be enrolled during their induction at one of our campuses at Salisbury or Caboolture, or, on site be negotiation with their employer. For students completing a short course or skills and gap training funded by Construction Skills Queensland (CSQ), enrolment will be conducted at one of our campuses or on site be negotiation.

For more information on apprentice enrolments, refer to the Apprentice Student Handbook and for more information on enrolments into CSQ funded courses, please refer to the CSQ Funded Courses Handbook.

Enrolment in your chosen course will include:

- Completing an enrolment form (online)
- Participating in a brief and non-invasive literacy and numeracy assessment (online)
- Taking copies of evidence to meet any specific entry requirements
- Participating in an induction

The enrolment process will be completed in its entirety through NICS Online.

Where the chosen course has an entry requirements, students must present evidence to confirm that they meet the specified entry requirement. Information on entry requirements is maintained on our website on the applicable course page.

Privacy Policy

National Institute of Construction Skills Queensland takes the privacy of learners very seriously and complies with all legislative requirements including the Privacy Act 1988 and Australian Privacy Principles.

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

Certain information must be collected to enable us to finalise your enrolment and progress your training including the following information:

- Full name
- Your date of birth
- Residential address
- Contact details (phone/email)
- Any educational qualifications
- Highest level of education achieved including if you are still attending school
- Concession status

Where the information is not provided to NICS, your enrolment will not proceed, and you will not be able to participate in your chosen training program.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

Learners have the right to access information that National Institute of Construction Skills is retaining that relates to them. Further instructions are provided on how to access records within the section titled "Access to records".

How we protect your personal information

Personal information collected via our enrolment forms and through the completion of other administration processes is securely retained in locked hard copy filing systems and security protected computer systems.

No information is passed on to any third-party individual or organisation without the express written permission of the learner unless otherwise granted by law including for the purposes of investigations by law enforcement authorities or as specified in this Policy.

How we disclose your personal information

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing, and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVR Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use, and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients. For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DESE is authorised by law, including the Privacy Act and the NVR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.dese.gov.au/national-vet-data/vet-privacy-notice>.

The Queensland Department of Education, Small Business and Training collects information on all individuals completing publicly funded training. The information is collected in the course of the conduct of audits of registered training organisation to confirm their compliance with the Skills Assured Supplier Agreement signed between the Department and the registered training organisation (RTO). The Queensland Department of Education, Small Business and Training is bound by the Privacy Principles set out in the Privacy Act and will not disclose this information to third parties unless authorised to do so.

Surveys

You may receive a student survey which may be run by a government department or an NCVET employee, agent, third-party contractor, or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact NICS to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

For more information on this Policy and how we use your information, contact:

Todd Aitken

Training Manager

Master Painters Associated Queensland

(07) 3277 8646

UNIQUE STUDENT IDENTIFIER

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from when the USI comes into effect on 1 January 2015.

The USI initiative will:

Seamlessly link information about a student's VET achievements, regardless of where they studied

Enable students to easily access secure digital transcripts of their achievements

Give students access to, and more control over, their educational information

If you have not created a USI in the past, you can create an account yourself at <https://www.usi.gov.au/>. You must advise NICS of your USI at the time of enrolment or as soon as possible after. If you do not provide your USI, NICS cannot issue your qualification upon completion, or a Statement of Attainment should you withdraw or cancel your training for any reason.

If you have a current USI, you must ensure to activate NICS as a nominated organization within your account. This will allow NICS to upload all training completed with them into your account.

Change of Address details

You must advise NICS if your address changes after you have enrolled.

Fees and charges information

FEES AND OTHER CHARGES

Fees for short courses, where the course cost is less than \$1500 are invoiced and payable prior to commencement. This fee includes a non-refundable deposit of \$500 or 20% of the course cost (whichever is the greater) to cover administrative and resource costs.

Fees for full qualifications, will be invoiced \$500 (non-refundable deposit) at the time of enrolment. This fee must be paid prior to commencing the course. The remainder of the fees will be divided into equal monthly payments and debited from the student's nominated bank account for the duration of the training program. Invoices will only be issued upon request.

Where a student is unable to pay their course fees as specified above, NICS may enter into a payment arrangement with the student. Upon enrolment, the student will be invoiced \$500 (non-refundable deposit) or, in the case of courses where the course cost is less than \$1500, 20% of the course costs (whichever is the greater). The remainder of the fees will be divided into equal fortnightly payments and debited from the student's nominated bank account for the duration of the training program. Invoices will only be issued upon request.

Fees information relating to courses funded under the User Choice program are detailed in the Apprentice Student Handbook. Fees information relating to courses funded by Construction Skills Queensland (CSQ) are detailed in the CSQ Funded Courses Student Handbook.

NICS does not offer its apprenticeship qualifications to students ineligible for funding under the User Choice Program.

| Unit of competency | Full cost |
|---|-----------|
| BSBESB402 - Establish Legal Risk Management Requirements of New Business Venture | \$400 |
| CPCCWC3003 - Install Dry Wall Passive Fire-Rated Systems | \$520 |
| CPPFES2039 - Identify, Inspect, and Test Passive Fire and Smoke Containment Products and Systems | \$520 |
| CPPFES2035 - Identify, Inspect and Test Fire and Smoke Doors | \$520 |
| CPCCCM2012 - Work Safely at Heights | \$520 |
| CPCCWHS2001 - Apply WHS Requirements, Policies and Procedures in the Construction Industry | \$520 |
| CPCCPD3031 - Work Safely with Lead Painted Surfaces in the Painting Industry | \$520 |
| CPCCWHS1001 - Prepare to Work Safely in the Construction Industry | \$120 |
| TLILIC0005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more) | \$750 |

Refunds

There is no refund on deposits paid.

As our course fees are either under the regulated threshold amount, or paid by instalment, we do not offer refunds.

In the case of short courses, where the student has paid all fees in advance (up to the threshold of \$1500) and cancels their enrolment prior to commencement, NICS will refund all fees with the exception of the \$500 non-refundable deposit.

Commencement in training means that the student has enrolled and commenced learning.

Cancellation

CANCELLATION

Should the student wish to cancel their enrolment with NICS, they must contact us to obtain a cancellation form. The form must be completed and submitted to our administration team (or via email at admin@nics.org.au).

Once the cancellation has been processed, the student will be provided with formal written advice and a Statement of Attainment issued for any units of competency successfully achieved during enrolment.

Completion

Once a student has completed all of the requirements of their training program, NICS will issue the appropriate certification.

In the case of a qualification, students will be issued with a qualification and Record of Results. The qualification confirms the completion of the training program and issuance of certification and the Record of Results lists the units of competency completed, the results and the year or semester the units were completed.

Access to your records

All students will have permanent access to their records through NICS Online.

Change of personal details

It is important that students advise us whenever they change their personal details including:

- Name
- Address
- Email
- Phone number

Upon any of the above changes occurring, the student needs to notify NICS with the relevant information by completing the form at the rear of this handbook and sending by email to admin@nics.org.au (or handing to their trainer) as soon as the details have changed. It is important all students update us on any change of details to enable us to keep in touch with them and ensure that they receive all applicable correspondence throughout their enrolment.

NOTE: No responsibility will be accepted by NICS for failure on the student's part to advise of any change of details.

Complaints and Appeals

COMPLAINTS AND APPEALS POLICY

NICS welcomes constructive feedback including in the form of a complaint or appeal against a decision made by NICS.

NICS accepts all complaints about:

- The products services provided
- Services provided by third parties where a third party provides services on our behalf
- Trainers and assessors
- Administration staff
- Other students and staff

NICS accepts appeals against decisions relating to assessment or any other decisions made by NICS.

Complaints will be accepted from:

- Students
- Employers
- Parents of students

The complaints and appeals processes recognise the need for:

- An informal approach to the person with whom the participant has the complaint.
- An opportunity for the complainant and other party to formally present their case.
- Independent review by an external consultant or appropriate body.

Complaints will be investigated by the Administration and Management of NICS with evidence and outcomes recorded in the applicable student file and complaints and appeals register.

The NICS complaints and appeals processes ensure:

- The need to respond to all complaint or appeal and that no complaint or appeal will go unanswered or ignored
- That all complaints and appeals are valid
- All complainants expect that all complaints and appeals will be investigated
- Complainants and other parties, including appellants, need to be formally advised of the outcomes of investigations in writing
- Fairness and equity in dealing with all complaints and appeals
- The decision of NICS will be final and complainants and appellants advised of other channels to have their complaint heard where they are dissatisfied with the outcome

COMPLAINT PROCESS

Complainants should attempt to resolve the issue in the first instance. If unable to reach a mutual decision, all complaints must be submitted in writing using the Complaint Form and sent via email directly to admin@nics.org.au. The complaint must include the following information:

- Full name of the complainant

- Contact details including a mobile number and email address to enable contact to be made
- Details of the complaint including other parties involved
- Date the issue first arose
- Outcomes of any actions already taken by the complainant

All complaints must be submitted as soon as is practicable after the event.

Upon receipt of a complaint using the complaints form, an email acknowledgement of receipt of the complaint will be sent to the complainant within 48 hours.

If the complainant is not comfortable submitting the complaint in writing, they must make an appointment with the CEO to address their concerns. This meeting will be conducted in private, recorded, and retained for investigation purposes.

The CEO and Administration team will undertake investigations into the complaint taking into consideration all available evidence. The investigation may involve:

- Collection of relevant documentation
- Interviews with the complainant and other parties to the complaint

Interviews conducted will not be recorded electronically but will be clearly documented by a third party who will remain impartial to the entire process.

Once the investigation is complete, the complainant and other parties will be advised of the decision of the CEO. The decision, depending on the severity of the findings may result in:

Complaint about another student:

- Suspension from class including letter written to their employer
- Expulsion including letter written to their employer
- Movement to another group
- Referral to the Police or other bodies

Complaint about a trainer:

- Suspension/stand down from training and/or assessment including on site and campus based
- Termination of employment
- Referral to the Police or other bodies

All students under the age of 18 will be invited to include their parent/guardian or their employer in the complaint process if required.

If the matter is not resolved to the satisfaction of both parties, a formal request must be made to CEO, in writing, for an opportunity to formally present the case and for a facilitator who has not been involved to review the complaint and assist in resolving the issue. The facilitator will be agreed by both parties. Any costs associated with the external consultant will be shared equally by the complainant and NICS.

If the complainant is dissatisfied with the final outcome, they will be directed to the National Complaints Hotline or the Training Ombudsman for further assistance.

NICS will ensure that:

- All complaints received are acknowledged within 48 hours
- Investigations commence immediately upon receiving the complaint
- Investigations do not take longer than 10 business days to complete
- Complainants and other parties are advised of the outcome of initial investigations within 5 days of completion of the investigation

- Complainants and other parties are advised of the final outcome within 5 days of completion of the investigation

Where an extended complaint process leads to the taking in excess of 30 days to complete, the CEO will ensure that all parties are kept up to date on a weekly basis.

APPEAL PROCESS (ACADEMIC)

Appellants should attempt to discuss their dissatisfaction with a decision made by NICS with the responsible party. This includes their assessor to determine if the assessment process was followed correctly or some ambiguity occurred during the process. If unable to reach a mutual decision, an appeal against the assessment results must be submitted in writing using the Appeals Form and sent via email directly to admin@nics.org.au. The appeal must include the following information:

- Full name of the appellant
- The qualification including the code and title in which they are enrolled
- The unit of competency and assessment process that the appeal relates to
- The date of the assessment event
- The date the result was provided to the appellant
- Contact details including a mobile number and email address to enable contact to be made
- Outcomes of any actions already taken by the complainant

All appeals must be made within 5 business days of receiving the assessment result or formal notification of a decision made by NICS. Academic appeals received more than 5 business days after the assessment decision being advised will not be considered.

If the appellant is not comfortable submitting the appeal in writing, they must make an appointment with the CEO to address their concerns. This meeting will be conducted in privacy, recorded, and retained for investigation purposes.

Following the receipt of an assessment appeal and within 5 business days, a meeting will be held with the applicable assessor to discuss the assessment event and outcome of the assessment. This will include a review of the student's completed assessment. Following this meeting, the student will be invited by the CEO to attend a meeting to discuss the findings. Should the student feel that they have extra evidence that could be submitted in support of their appeal, they are welcome to bring this to the meeting. In addition, appellants are welcome to have a third-party present for support i.e., parent/guardian or their employer.

Following this meeting the CEO will again meet with the applicable assessor (usually within 5 business days) to review any additional evidence and agree on a decision. Appellants will be advised of the decision including full details of the reason for the decision and whether or not the appeal has been upheld or granted. The decision may result in:

- Appeal upheld – the student will be offered the opportunity to resit the assessment
- Appeal upheld – the student will be offered the opportunity to resit the assessment under another assessor
- Appeal granted – the student's original result will be changed

All students under the age of 18 will be invited to include their parent/guardian or their employer in the process if required.

If the appellant is dissatisfied with the final outcome, they will be directed to the National Complaints Hotline or the Training Ombudsman for further assistance.

NICS will ensure that:

- All appeals received are acknowledged within 48 hours
- Inquiries commence immediately upon receiving the complaint
- Inquiries do not take longer than 10 business days to complete
- Appellants are advised of the outcome of investigations within 5 days of completion of the Inquiry
- Appellants are advised of the final outcome within 5 days of completion of the Inquiry

APPEAL PROCESS (AGAINST OTHER DECISIONS)

Appeals against any decisions made by NICS must be addressed in writing within 5 business days of the decision being made. Appeals received more than 5 business days after the decision being advised will not be considered.

Appeals must be submitted in writing and sent via email directly to admin@nics.org.au. The appeal must include the following information:

- Full name of the appellant
- The decision that is being appealed
- The reason for appealing the decision
- The impact the decision has or will have on the appellant
- Contact details including a mobile number and email address to enable contact to be made
- Outcomes of any actions already taken by the complainant

If the appellant is not comfortable submitting the appeal in writing, they must make an appointment with the CEO to address their concerns. This meeting will be conducted in privacy, recorded, and retained for investigation purposes.

Following the receipt of the appeal and within 5 business days, a meeting will be held with applicable NICS staff or delegates to discuss the appeal and reasons for the original decision. Following this meeting, the appellant will be advised in writing within 5 business days. This advice will include full details of the reason for the decision including whether or not the appeal has been upheld or granted. The decision may result in:

- Appeal upheld – the original decision stands
- Appeal granted – the decision will be reviewed

In the event that an individual remains dissatisfied with a complaint or appeal outcome, they will be directed to the regulator to have their complaint or appeal heard further.

EXTERNAL CONSULTANT APPEALS

Mutual agreement is to be reached between NICS & the appellant regarding the external facilitator to be engaged for use in the external appeal process. Facilitators engaged to conduct the appeal process are to hold recognised qualifications that meet the human resource requirements for the relevant course.

Where participants wish to use an external facilitator who is not approved by NICS they are responsible for the payment of all costs associated with the use of the external consultant in the appeal process.

Rights and responsibilities

The learning environment within NICS encourages and supports the participation of people from diverse backgrounds. Our aim is for each student to have an equal opportunity to learn in a supportive environment.

This Student Handbook outlines your rights and responsibilities. If you have any questions, please do not hesitate to contact us, or speak with the NICS representative during the enrolment phase (and your induction).

NICS RESPONSIBILITIES

NICS recognise that students have the right to:

- Expect NICS to provide training of a high quality that recognises and appreciates their individual learning styles and needs;
- Have access to all the NICS services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation;
- Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for training and assessment;
- Be advised of the learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement;
- Appeal for a review of the results of an assessment or decisions made by NICS;
- Expect to achieve the published learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it;
- Learn from fully qualified, competent, and diligent trainers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess their students' work fairly;
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination;
- Be treated with dignity and fairness;
- Expect NICS to be ethical and open in their dealings, their communications, and their advertising;
- Expect the NICS to observe their duty of care to them;
- Efficient handling of administrative matters including the processing of fees and refunds;
- Privacy and confidentiality, and secure storage of student records in accordance with NICS policies, to the extent permitted by law.
- If NICS ceases to operate as a registered training organisation, we will ensure that we advise all students in advance and ensure that we provide support and guidance to transition to another registered training organisation. Copies of all student records will be transferred to the regulator in accordance with their instructions to enable students to obtain copies of their results and qualifications or Statements of Attainment.

Students' Responsibilities

Students are responsible for:

- Understanding and accepting the enrolment conditions for the courses they undertake;
- Providing accurate information about themselves at the time of enrolment, and to advise NICS of any personal information changes, including to their address or phone numbers within seven days;
- Payment of all fees and charges associated with their course;
- Signing in and out when attending training;
- Abiding by any dress code stipulated by NICS;
- Not cheating or plagiarising in course work / assessments submitted;
- Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them;
- Regular and punctual attendance;
- Ensuring they attend classes sober and drug free, and smoke in designated areas;
- The security of their personal possessions while attending a course;
- Promptly reporting all incidents of harassment or injury to NICS;
- Respecting NICS property and observing policy guidelines and instructions for the use of equipment;

- Seeking clarification of their rights and responsibilities when in doubt;
- Asking for assistance and / or support when needed;

Student Support

To maximise opportunity for students to successfully complete their training, NICS will identify each student's learning needs during the enrolment process to enable us to devise strategies to support your learning throughout the course. This may include specialist literacy and numeracy assistance or simply making an adjustment to the way in which the training is delivered or other opportunities to provide support including:

- Assistive Technology
- Additional Tutorials, and / or
- Other mechanisms, such as assistance in using technology for online delivery components.

During the enrolment process, a representative of NICS will conduct an interview, during which the student's pre-existing knowledge and skills will be identified. Following this, the student will undertake a brief and non-invasive literacy and numeracy assessment. Together these documents will assist NICS to determine the amount of training required for each student, any opportunity to seek recognition of prior learning, how students best learn and the type of assistance and support they may require.

Where this support attracts an additional cost to the student, NICS will make this clear in pre-enrolment information. If there are limitations to the support, NICS is able to provide, these limitations need to be made clear in information provided to potential students.

Changes to Agreed Services of NICS

NICS will endeavour to provide the services outlined in the student's enrolment to the best of our ability always. However, at times, there are situations that are potentially out of our control or that prevent us from offering a training course in accordance with our delivery schedule. Where there are any changes to agreed services, NICS will advise the student and their employer, in writing as soon as practicable.

Should NICS make any changes that may significantly impact on the delivery of the training, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements, we will advise the student and their employer (if applicable) as soon as is practicable and with options open to the student to continue, cancel, or transfer their enrolment.

Other applicable NICS policies

Privacy and Confidentiality

This policy applies to all individuals who provide personal information to NICS for the primary purpose of education delivery and associated government requirements and is interpreted to conform to the requirements of the Privacy Amendments Act 2012 and the Privacy Regulations 2013.

1. Collection and use of information

The information that an individual provides to NICS may be shared with the Commonwealth, State Governments and designated bodies only as required by legislation, including the Data Provision Requirements of the VET Quality Framework.

Some sensitive information (i.e. health, LL&N levels) is required to help our duty of care to students and staff with all information being solicited for the intended purpose. We do not receive unsolicited information.

Anonymity of, and use of pseudonymity by, the individual is not permitted as it is impracticable for NICS to deal with individuals who have not identified themselves or who have used a pseudonym.

NICS will not disclose an individual's personal information to an individual or an organisation other than:

- as required by legislation
- where written consent has been provided by the individual to disclose personal information to another person
- NICS believes there are reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual or of another person
- the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty
- for the purpose of the protection of the public revenue.

2. Australian Privacy Principles

NICS adheres to the requirements of the 13 Australian Privacy Principles from Schedule 1 of the Privacy Amendment Act 2012, a copy of this can be downloaded from www.oaic.gov.au being the site of the Office of the Australian Information Commissioner.

All information is held in individual student files as hard copies and electronic files. Staff information is held by the CEO. All information is disposed of when no longer required – Refer to the Records Management Procedure. P

3. Student access to records

Students are entitled to have access to their records on request and there is no charge for this access. To facilitate this, students who request to access their records are to be provided with this access at the earliest opportunity. Student records may not be removed from GATs premises. Students are entitled to copies of their records at a nominal charge as specified in the Student Information Handbook.

4. USI

USI legislation requires that we keep all records concerning a USI protected from misuse, interference and loss, unauthorised access, modification and disclose. It also provides for the Australian Information Commissioner to investigate any breach of the USI confidentially initiate as if it is an interference with the privacy of an individual for the purpose of the Commonwealth Privacy Act.

A USI must not be used for any purpose other than those specifically allowed under than the legislation. Refer to the Unique Student Identifier Policy and Procedure for more information.

5. Data provision requirements

We collect information that is needed under the VET Quality Framework. This data includes but is not limited to Total VET activity data (AVETMISS), reported to NCVET and the Quality Indicator data (report to ASQA).

For more information visit the <http://www.oaic.gov.au/>

Advertising Policy

This policy is to confirm NICS is committed to only using ethical marketing practices in the advertising & marketing of our products & or services. National Institute of Construction Skills will accurately represent recognised training products to prospective clients & will ensure that clients are provided with full details of conditions of any contractual arrangements with NICS.

Australian Qualification Framework qualifications will only be advertised if National Institute of Construction Skills Pty. Ltd. is registered to deliver the qualification & nationally accredited products will be identified separately from courses recognised by other bodies without recognition status.

When advertising:

- We will ensure it is clear, accurate & not misleading.
- We will ensure that nationally recognised qualifications are identified separately to other courses.
- We will make sure that the names/titles of qualifications or accredited courses are advertised accurately.
- We will ensure that the nationally recognised training logo is used only with nationally recognised qualifications/courses that NICS is registered to deliver.

We will not use the word “Government Accredited or Government Registered” in any advertising.

When photographs or statements are to be used in any advertising by NICS written permission must be obtained from the person in the photograph or issuing the statement prior to use. This written permission must be retained in the ‘Student Personal File’ for external audit purposes.

ACCESS, EQUITY AND DIVERSITY POLICY

This policy is to ensure that equity principles for all people are implemented through the fair allocation of resources & the right to equality of opportunity without discrimination.

We will increase opportunities for people to participate in the vocational education & training (VET) system, & in associated decisions that affect their lives. Appropriate student support services will be provided to maximize the chances of under-represented students achieving positive learning outcomes & placement/employment in their chosen career.

To achieve these aims NICS will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of under-represented groups;
- Ensure the requirements of individual students are accounted for in the strategic & operational planning processes;
- Provide students with the opportunity to be involved in the planning & decision-making processes on matters that affect them;
- Provide training programs & services that are accessible to all people in an environment that is free from harassment;
- Seek to provide access to a broad range of high-quality support services that account for the diversity of clients & the needs of people under-represented in VET;
- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals;
- Provide access to staff development to assist facilitators who deliver courses to underrepresented groups.

NICS recognises that equity & diversity considerations & initiatives go beyond extending a helping hand to the ‘disadvantaged’ & responding to legislative imperatives. Fair & equitable access to Vocational Education & Training (VET) can assist all Queenslanders to gain meaningful employment & participate in the economic & social life in their community.

This policy is a mechanism to demonstrate National Institute of Construction Skills’ commitment to State & National equity legislation & policy requirements including:

- Disability Discrimination Act (1992) Commonwealth www.austli.edu.au
- Sex Discrimination Act (1984) Commonwealth www.austli.edu.au
- Racial Discrimination Act (1975) Commonwealth www.austli.edu.au

- National Strategy for the Education of Aboriginal & Torres Strait Islander People 1996- 2002
- Anti-Discrimination Act (1991) Queensland www.austlii.edu.au
- Multicultural Queensland Policy (1998)

EQUITY

Equity essentially means 'fairness'.

In the VET context it means that people are provided with the opportunity to access, participate, and successfully achieve outcomes.

Underpinning the principles of equity is the recognition by National Institute of Construction Skills:

- that it is common for people to identify with more than one equity group;
- of the differences within & between equity groups;
- that each equity group does not experience the same type of disadvantage; &
- there remain many common systemic barriers for equity groups.

DIVERSITY

Diversity recognises that many factors influence the ability of people to participate & succeed in vocational education, training & employment, including:

- prior educational experience;
- cultural diversity;
- language and / or learning styles;
- goals and expectations;
- motivation;
- work and social experiences;
- gender;
- values and beliefs;
- religion;
- income;
- age;
- geographic location.

This policy aims to address the requirements of all potential & actual students, seeking to participate in training with NICS including specific equity groups such as:

- women;
- Indigenous Australian peoples;
- people with a disability;
- people from non-English speaking backgrounds;
- people with English literacy & numeracy needs;
- residents of rural & remote communities.

Beyond these groups, & in recognition of diversity, NICS aims to respond to the needs of the local community for example:

- young & mature age people;
- people in transition from institutions;
- people who are socioeconomically disadvantaged; &
- people with family responsibilities.

Implementation of this policy requires equity & diversity considerations to be embedded into all aspects of National Institute of Construction Skills' planning & operations. This may be demonstrated by the development & implementation of strategies for specific equity groups as required by National & State agendas. Where strategies do not exist, the diversity of client/student needs may be addressed through planning areas such as:

- resource allocation;
- support personnel;
- staff training;
- product development & delivery;
- marketing, promotion; & research.

All staff employed by National Institute of Construction Skills are responsible for, & will adhere with access & equity requirements & National Institute of Construction Skills will monitor & review its equity performance in order to:

- comply with national & state legislation & policies;
- meet national & state reporting requirements; &
- modify & improve performance to better achieve access, equity & diversity objectives

Academic Misconduct and Plagiarism Policy

Academic misconduct or plagiarism occurs when a student reproduces someone else's words, ideas, or findings and present them as their own without proper acknowledgment. It includes attempts by students to cheat or act dishonestly in an examination, test, assignment, essay, or any other assessment task.

There are many forms of academic misconduct or plagiarism, including the following:

- Direct copying of sentences, paragraphs, or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- Paraphrasing someone else's words without acknowledging the source;
- Using facts and information derived from a source without acknowledging the source;
- Using ideas directly derived from an identifiable author without acknowledging the source;
- Producing assignments that should be their own independent work in collaboration with and/or using the work of other people (e.g., a student or tutor);
- Using the work of other members of a group project without acknowledging who contributed the work;
- Copying from another student's and / or their work;
- Submitting someone else's work as their own;
- Using a diagram from another text or the Internet as a basis for your diagram without acknowledging the source;
- Taking statistics from another source and using them in a new table or figure without acknowledgement;
- Buying an essay from the Internet or another student and submitting it as their own work;
- Making up fake quotes or sources.

Students who are found cheating or guilty of plagiarism in any form of assessment will be deemed not yet competent for the relevant unit of competency on confirmation of the breach. All confirmed cases of cheating or plagiarism these are recorded on the student's file. Students will be disciplined as per the Students Disciplinary Policy.

Students found cheating will receive a formal written warning from NICS Manager advising that a second breach will result in the student being asked to leave to course with no refund.

Student Disciplinary Policy

The student disciplinary policy exists for the proper management of disciplinary issues.

The policy is designed to ensure fairness and objectivity and its primary function is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour.

NICS seeks to promote an environment in which students develop a positive and responsible attitude towards fellow students, staff, and the general work / learning environment.

When a student's behaviour conflicts with the values of NICS and/or the Workplace Health and Safety Policy, disciplinary action will be taken according to the following process:

1. Initially, the trainer will discuss the behaviour in question with students and add a note to the students file.
2. If the behaviour continues to be unacceptable the trainer arranges a meeting with NICS CEO, or their delegate to discuss the issue.
 - a. Details of all disciplinary warnings and/or interviews will be recorded using the communication log of the Student Management System.
3. If necessary, an action plan may be implemented for the student to abide by in cases deemed necessary by NICS CEO, or their delegate.
4. Further disciplinary problems will be addressed by NICS CEO, or their delegate, in consultation with the trainer.
5. An official warning letter will be issued by NICS Manager, or their delegate.

NICS reserves the right to expel students immediately depending upon the seriousness of the misconduct or in cases where the conduct of a student breaches Work Health and Safety legislation or the student puts at risk the safety or health of themselves, students, or staff of NICS.

Work Health and Safety Policy

The purpose of this policy is to outline the process of assisting all staff and clients to meet and comply with the state Work Health and Safety Act 2011.

Management has overall responsibility to ensure that the processes outlined in this policy are conducted in accordance procedures and relevant legislative provisions. Course trainers and assessors are responsible for ensuring WH&S requirements are met in their own training and work areas.

It is the policy of NICS, that all staff work in areas which are safe and physically suitable through meeting the requirements of the state Work Health & Safety Act. In doing so, students will be given instruction in venues which also meet the requirements of the Act.

Through education, hazards to health and safety for staff and students will be eliminated or, where this is not practicable, will be managed so as to prevent injury, illness, and death.

NICS will provide information and advice to trainers and assessors in all aspects of WH&S as it applies to the industry. All processes are to be conducted in an ethical and responsible manner to ensure that discrimination in any form is avoided.

This policy is an integral part of NICS's commitment to good management practices.

Information/Education:

- NICS to plan and conduct information/education sessions for trainers and assessors to assist in understanding and complying with legislative requirements

Hazards:

- identified hazards (workplace and equipment) are to be addressed immediately, where practicable
- any hazards which are not addressed are to be evaluated in terms of risk in meeting the Work Health and Safety legislation and the Standards for Registered Training Organisations 2015, and if significant, be reported to management
- address hazards where possible, and report to management any outstanding hazards
- management is to ensure all hazards are addressed, and where the hazards are a high risk, particularly to students, the course is to be suspended until such time as the hazard is addressed

Accidents/Incidents:

- should an accident or incident occur (including near misses) the accident is to be reported to management for appropriate action
- management will investigate the accident or incident to report, identify and eliminate, where possible, potential further accidents or incidents
- management to ensure that all medium or high-risk accidents or incidents are investigated and all potential for further accidents or incidents are eliminated where possible

All new employees must be made aware of the health and safety procedures of the office and ensure they understand them.

- Safety and evacuation notice is situated at the entry of the main office
- Fire extinguishers are at the rear entry of the building.
- Electrical equipment is to be checked on a 3 monthly basis for safety.
- Electrical equipment to be used with care and to manual guidelines.
- Power boards and extension cords to be used with care and the use of double adaptors is not recommended.
- NICS archive boxes or any other materials must not be placed in an area which may cause a hazardous situation
- Furniture and equipment, particularly desks, chairs and computer equipment should be placed and adjusted to maximise ergonomic work processes

Disability Supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question.

If you indicated the presence of a disability, impairment, or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe, or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional, or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases, or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness, or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma, or diabetes.

'19 — Other'

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.

STUDENT CHANGE OF DETAILS NOTIFICATION

To: National Institute of Construction Skills

From: _____
(First Name) (Last Name)

_____/_____/_____
(Date Of Birth)

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USI#

Please amend your records to show my new address is:

_____ Postcode: _____

My new email address is: _____

My new telephone number is:

(Home)

(Work – only if available for contact)

My previous address was:

_____ Postcode: _____

The qualification/units of competency I am studying are:

Signature: _____ Date: _____

Please advise National Institute of Construction Skills. of your change of contact details as soon as possible