



# STUDENT HANDBOOK

INTRODUCTION .....	3
1 COMPANY COMMITMENT .....	3
2. COURSES OFFERED .....	4
2.1 Units of Competence offered.....	4
2.2 Course Objective – Safe Entry to a Confined Space .....	4
2.3 Course Content – Safe Entry to a Confined Space.....	4
2.4 Course Objective – Working at Height.....	4
2.5 Course Content – Working at Height.....	4
2.6 Course Objective – Portable Fire Fighting Equipment.....	5
2.7 Course Content - Portable Fire Fighting Equipment .....	5
3. COURSE ASSESSMENT GUIDELINES .....	6
3.1 Definition of Competency .....	6
3.2 Definition of Assessment.....	6
4. INFORMATION FOR STUDENTS UNDERTAKING TRAINING.....	7
4.1 Rights and responsibilities.....	7
4.2 Access to Records .....	7
4.3 Change of Personal Details.....	7
4.4 Mobile Phones and Pagers.....	7
4.5 Copyright .....	8
4.6 Drugs, Alcohol and Articles Considered Dangerous .....	8
4.7 Examinations / Course Assessments and Results .....	8
4.8 Cheating .....	8
4.9 Misconduct .....	9
4.10 VET Requirements for Training .....	9
5. RECOGNITION OF EXISTING SKILLS .....	9
5.1 The Skills Recognition Application Form.....	10
5.2 Skills Recognition Evidence Guide .....	11
5.3 Selecting Appropriate Skills Recognition Evidence .....	11
5.4 Types of Appropriate Skills Recognition Evidence.....	11
5.5 Skills Recognition Flowchart .....	13
5.6 Types of Evidence .....	14
5.7 Principles of Assessment .....	14
5.8 Assessors.....	15
6. CONDUCT POLICY.....	16
6.1 Consequences of Misconduct .....	16
7. PRIVACY POLICY .....	17
8. REFUND POLICY.....	18
9. APPEALS AND GRIEVANCES POLICY.....	19
9.1 Additional Values.....	19
9.2 Appeals .....	20
9.3 Appeal Procedure .....	20
9.4 Grievances .....	21
9.5 Administration.....	21
10. STUDENT ENROLLMENT PROCEDURE.....	22
11. KEY CONTACTS .....	23

# INTRODUCTION

The Zokal Safety Training student handbook defines the following items:

1. Company Commitment
2. Course Outline
3. Course Assessment Guidelines
4. Information For Students Undertaking Training
5. Recognition of Existing Skills
6. Disciplinary Policy
7. Privacy Policy
8. Refund Policy
9. Appeals and Grievances Policy
10. Enrollment Process
11. Key Contacts

## 1. COMPANY COMMITMENT

Zokal Safety Training is committed to offering quality, informative, professional & up-to-date training. All staff adheres to our code of practice and all the elements listed within this handbook.

Zokal Safety Training is committed to integrating Access and Equity principles within all our services that we provide to our students. All staff recognise the rights of students and provide information, advice and support that is consistent with our Core Business Values and our Policies & Procedures.

Regardless of cultural background, gender, sexuality, disability or age - you have the right to study in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner while you are studying with us.

If, at any time, you feel that we are not abiding by our Policies & procedures then report your complaints or grievance to your trainer or assessor, or complete our Complaints and Grievance form.

## 2. COURSES OFFERED

### 2.1 Units of Competence offered

Zokal Safety Training currently offers courses mapped to the following units of competence under its scope of registration:

Unit of Competence	Related Course
PMAPER205A PMAPER200B	Safe Entry to a Confined Space
MNMG237A	Working at Height
PRMPFES05B	Portable Fire Fighting Equipment

### 2.2 Course Objective – Safe Entry to a Confined Space

The purpose of this program is two fold: firstly, it covers the control of entry to confined spaces, for maintenance, servicing of vessels or other necessary reasons. Secondly it aims to ensure that people working under a permit to work understand the system, know the limitations and comply with all the requirements of the permit under which they are working.

### 2.3 Course Content – Safe Entry to a Confined Space

The course is divided into knowledge development, and skill development. PMAPER205A knowledge development topics include; regulations, duties, rules, hazards, risk assessment, control measures, gas detection, breathing apparatus, safety equipment and entry procedures. PMAPER200B knowledge development topics include; permit systems, types, issue, monitoring, cancellation & return to service. Skill development covers the skills required for safe entry, exit and rescue from a confined space.

### 2.4 Course Objective – Working at Height

The purpose of this program is to cover the competency required to undertake safe work practices when working at heights.

### 2.5 Course Content – Working at Height

The course is divided into knowledge development, and skill development. Knowledge development topics include; regulations, hazards, risk assessment, control measures, fall dynamics, fall protection systems,

suspension trauma, safety equipment and rescue procedures. Skill development covers the skills & procedures to correctly guard against a fall from height as well as perform a rescue from height.

## **2.6 Course Objective – Portable Fire Fighting Equipment**

The purpose of this program is to cover the competency required to undertake using portable fire fighting appliances to fight fires in an emergency situation.

## **2.7 Course Content - Portable Fire Fighting Equipment**

The course is divided into knowledge development, and skill development. Knowledge development topics include; combustion, classes of fire, how fires spread, extinguishing a fire, portable extinguishers, basic fire fighting, fire hose reels & fire blankets. Skill development covers the skills & procedures to correctly use portable equipment to fight fires in an emergency.

## 3. COURSE ASSESSMENT GUIDELINES

### 3.1 Definition of Competency

Competency is defined as mastering the skills and knowledge required to meet the standard required by the workplace. All training and assessment offered by ZST is competency based.

### 3.2 Definition of Assessment

Assessment is the gathering of evidence to make a judgment about a person's competency. An assessor must be convinced that the student can apply the knowledge and skills needed to perform a task to the standard required.

There are three different types of assessment that will be used by the assessor during the course – direct, indirect and supplementary. All three types provide a picture of a person's competence. However, the assessor must be sure that the student is competent to perform the task.

The results of assessment are recorded as:

- Competent
- or
- Not yet competent.

A student whose assessment results in a 'not yet competent' rating will receive feedback and counseling by the assessor and may undergo further training prior to re-assessment.

An assessment activity can take place at any time providing the student is ready to demonstrate their competence.

Assessment can occur before, during and after training.

Assessment can take place in several different ways:

- As a classroom exercise;
- As a scenario;
- As a practical exercise;
- As a written exam;
- As skills recognition.

Assessment is to be based on the relevant competency standards, using the assessment tools supplied within the Training Resource Kit.

## 4. INFORMATION FOR STUDENTS UNDERTAKING TRAINING

### 4.1 Rights and responsibilities

ZST aims to provide students with the opportunity to study, learn and develop skills in a safe and supportive educational and social environment. As a student undergoing training you will have rights and responsibilities. When the student signs the training enrolment form, they agree to follow the ZST training rules.

### 4.2 Access to Records

Students may access their own personal training records:

1. By submitting a written request to ZST. Within 21 days of receipt, and after verification that the records are for the individual submitting the written request, records will be made available to that person.

Only authorised training personnel within ZST may have access to a student's training records. Trainers and assessors only have access to records for students for whom they are responsible for either training or conducting assessments. They cannot access any other students' records.

ZST Administration Manager has access to students' records to ensure records are maintained and up to date as required (e.g. when entering computer data, and preparing or entering information into files for a student, to issue qualifications or in response to a written request by a student for information).

The Training Management Committee has access to all student records in relation to conducting audits and ensuring records are maintained and stored as required by ZST policies and procedures. All authorised personnel are required to ensure information is kept confidential and is only accessed in the course of their duties. No information is released to any other person without the express written permission of the student.

### 4.3 Change of Personal Details

It is the student's responsibility to notify ZST if you change your name or address. This can be done by contacting ZST.

This is important to ensure that you receive important information from ZST. (e.g. Results of Assessments).

### 4.4 Mobile Phones and Pagers

ZST also makes provision for all students to have equal access to learning opportunities and prohibits behaviour that disrupts the learning of others or interferes with the conduct of training operations.

Mobile Phones and Pagers should be turned off before entry into classrooms, or any training /assessment environment unless prior arrangements have been made with the trainer.

Only in emergencies will permission be given for mobile phones or pagers to be left on in classrooms or any training/assessment environment. Should permission be granted, students must leave the room to answer calls.

#### **4.5 Copyright**

All textual material printed and issued by ZST is copyright. Written permission from ZST must be obtained prior to photocopying materials. Training documents and material provided by ZST to students for training purposes must not be provided to persons or organisations outside of ZST without the prior written permission from the Training Management Committee.

#### **4.6 Drugs, Alcohol and Articles Considered Dangerous**

ZST prohibits the use of illegal drugs, the consumption of alcohol, and the possession of prohibited or dangerous articles at any course being run by ZST. The penalty for serious misconduct is expulsion from the training course. Any illegal activity will be reported to the authorities.

#### **4.7 Examinations / Course Assessments and Results**

You are entitled to undertake training and assessments in conditions, which are free of disruption. If you engage in disorderly, offensive or aggressive conduct towards the trainer / assessor or other students, you can be told to leave the assessment room/area, and may be deemed 'not competent' in the assessment by ZST. Malpractice is where any action taken by a person gives that person, or another person, an unfair advantage, or disadvantages another person in any assessment situation, including an examination.

If you engage in malpractice, such as copying, using unauthorised notes or aids, or exposing your worked papers so that another student may copy them, you will be liable to disciplinary action. The penalty for malpractice in an assessment is being judged 'not competent' in the units of competency being assessed.

#### **4.8 Cheating**

A student shall not cheat or attempt to cheat in any assessment.

A student in training shall not do anything intended to assist any other student sitting an assessment, to cheat or otherwise defeat the purpose of the assessment. Where an assessor believes that a student is cheating, the student will be instantly informed of such but allowed to finish the assessment. The assessor is to prepare a written report on the alleged cheating and attach the report to the student's assessment paper. The matter will be referred to the Training Management Committee for appropriate action as outlined in disciplinary action.

#### **4.9 Misconduct**

Misconduct of a student undertaking training is any behaviour which:

- Disrupts the learning of others;
- Prevents other students from performing their training duties;
- Endangers the health and safety of student or others;
- Interferes with the conduct of ZST training operations;

Misconduct is a disciplinary offence and includes but is not limited to:

- (a) Willfully obstructing or disrupting any ZST activity, training element or assessment;
- (b) Willfully behaving in a manner that may be detrimental to the health and safety of others;
- (c) Any form of harassment, whether based on gender, race, age, sexual preference or religious belief;
- (d) Willfully damaging or wrongfully dealing with any ZST property, or the property within premises under the control of ZST;
- (e) Assaulting or attempting to assault any other person;
- (f) Drunken and disorderly behaviour on premises under the control of ZST;
- (g) Cheating and plagiarism;
- (h) Breaching any rules relating to the conduct of assessments;
- (i) Possession of prohibited or dangerous articles;
- (j) Seriously breaching Occupational Health & Safety Duty of Care obligations;

#### **4.10 VET Requirements for Training**

The following websites contain the most current information regarding training requirements:

Vocational Education Training Accreditation Board – [www.vetab.nsw.gov.au](http://www.vetab.nsw.gov.au)

Department of Education, Science & Training – [www.dest.gov.au](http://www.dest.gov.au)

National Training Information Service – [www.ntis.gov.au](http://www.ntis.gov.au)

## **5. RECOGNITION OF EXISTING SKILLS**

Skills Recognition includes Recognition of Current Competency (RCC) and Recognition of Prior Learning (RPL) and recognises what you have already learned from other training, life experiences and work experience. The process measures this against the course you are doing or intend to do. If what you have learned at work or elsewhere is relevant to the course, you may be able to gain exemption from the entire course (linked to a Unit of Competency) or parts of the course (Elements of Competency).

Whilst Skills Recognition can recognise that you have acquired skills or knowledge in the past, it is important that these skills or competencies are still current and to the required standard.

For example, if you trained to carry out a particular complex task to a time standard, say 5 years ago, and you had not carried out this task since then, chances are that those skills would not be current today.

The Skills Recognition process applies to the Competencies (Units and Elements) listed in a National Training Package. The training Package comprises the following components:

1. Unit of Competency – Describes the broad areas of competency that make up a job. It consists of a title and a short description of its purpose.
2. Elements of Competency – Describes tasks that the person is able to do on the job in terms of actions, outputs and outcomes which are demonstrable and assessable.
3. Performance Criteria – Are statements by which an Assessor can judge the performance specified in the elements of competency to a level acceptable in job performance.

## **5.1 The Skills Recognition Application Form**

1. Read the instructions in the application form carefully. This form asks you to provide information about yourself, the knowledge and the skills that are the basis of your application for Skills Recognition.
2. Take the time to carefully identify the skills and knowledge you presently have which match the Unit/Elements of Competency or learning outcomes.
3. The application form contains general information about yourself, your education and your experiences, the relationship between your experience and the Unit/Elements of Competency for which you are seeking Skills Recognition.
4. Attach certified true copies of certificates, statements of attainment and references supporting your claim, to the completed forms. Do not send originals.

The completed application portfolio is to be lodged with your trainer.

## **5.2 Skills Recognition Evidence Guide**

As part of your claim for Skills Recognition you will be required to supply evidence. The following is a guide to evaluating and selecting your evidence and some of the types of evidence that you might include or be expected to provide are as follows:

- Practical demonstration
- Alignment of objectives and learning outcomes (of non nationally accredited courses) to a Unit or Element/s of Competency (within the relevant National Accredited Training Package);
- Assessment by an Assessor;
- Competency maintenance / operational logbook or operational records;
- Video or photographic evidence;
- Completed forms;
- Feedback from clients, employers etc.;
- Evidence of projects (i.e. action plans, copy of project report, etc.);
- Interview of referee/s;
- Personal logbook or diary;

## **5.3 Selecting Appropriate Skills Recognition Evidence**

Try to be objective about the evidence that you provide. Consider it in the way that the Assessor is likely to consider it. Ensure that you have enough evidence, but remember that any more than that just creates more work for yourself and the assessor; any less means that the progress of your claim will be delayed while you gather further evidence.

If some of your evidence is from a long time ago, include up to date reports or documents that show that you are still able to perform the tasks or apply the knowledge in the current work environment. It is your responsibility to prove that you already have the skills and/or knowledge through your previous work or life experiences or education that you would gain by completing the course.

## **5.4 Types of Appropriate Skills Recognition Evidence**

Your skills recognition portfolio might include the following types of documentation:

#### **5.4.1 References:**

Your references should include details of your skills, how and why you were using these skills, and the level at which you were performing. Have your relationship with your referee and the referee's official position clearly stated. The Assessor will consider the reliability of the referee in terms of their opportunity to observe the skills which the reference covers, their ability to make an assessment about your skills and the level of your performance.

#### **5.4.2 Work Samples:**

Work samples need to be authenticated. A letter from an employer stating that the work is yours is sufficient. You might like to include further information about the work, such as what it was used for and feedback that you received about it.

#### **5.4.3 Certificates / Statements of Attainment:**

Any certificates or statements of attainment that you provide should have your name and the date that they were issued on them. They should also be from a registered training organisation. In the case of a certificate, you will need to include a statement of results and course outline in your portfolio to allow the Assessor to consider the subjects or topics covered by the course you completed. It is a good idea to include a brief summary of the course content whenever you are providing a certificate or statement of attainment in evidence. This gives the Assessor a better understanding of the course than just the certificate or statement alone.

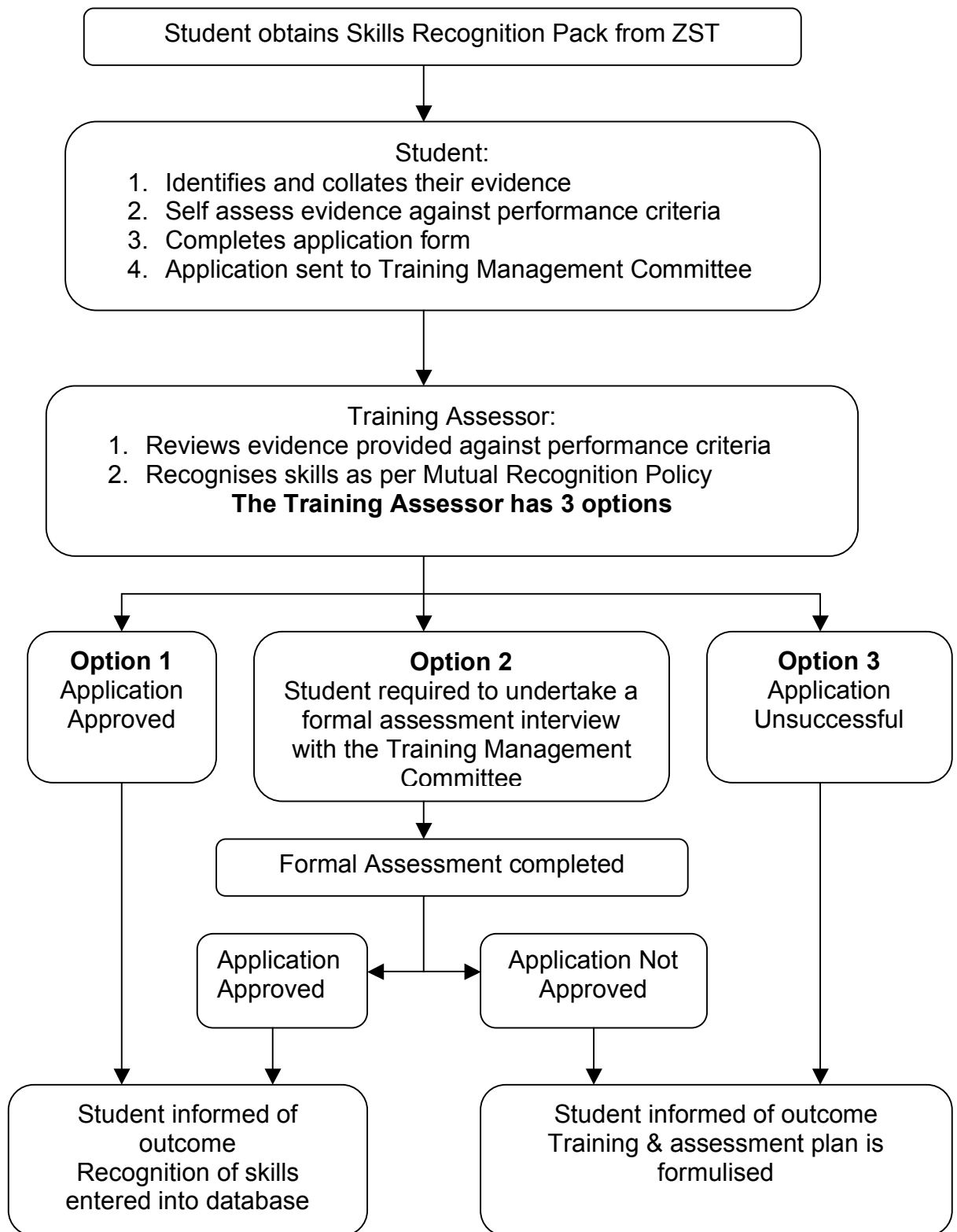
#### **5.4.4 Demonstration:**

You might have evidence to support your claim that is of a non-documentary nature. In these cases the Assessor can arrange a time for you to demonstrate your skills to them. This will be arranged at a mutually suitable time. Your performance will then be considered in the same way as other types of evidence, taking into account its quality, relevance and transferability.

#### **5.4.5 Interview:**

Interviews may be a part of the Skills Recognition process. During an interview, you will have the chance to discuss your application in more detail. It is your opportunity to provide verbal support to your claim. The Assessor will have questions to ask you about your claim, such as the currency of your skills and how you apply them in your workplace. You can use this time to clarify any issues that you have regarding your evidence and to display your knowledge of the subject matter. You are welcome to bring a support person with you to the interview, and they can also take the opportunity to verify and support your application.

## 5.5 Skills Recognition Flowchart



## 5.6 Types of Evidence

The types of evidence gathering methods are:

- Direct – Observed performance, simulations, detailed ‘walk-through’ of workplace operations, work related information that clearly details the performance ability of the student;
- Indirect – products, presentations, team leader reports, workplace documents, including structured logbook of performance validated by authorized workplace persons;
- Supplementary – practical projects, written assessments or assignments, oral questioning, self-assessment.

Careful consideration will be given to the selection of evidence collection methods to ensure that all components of the competence are being assessed, i.e. task skills, task management skills, contingency management skills and job/role environment skills are all effectively addressed.

In most instances a combination of evidence gathering methods will ensure the reliability of the assessment outcome. The selection of methodology will also remain realistic and efficient.

## 5.7 Principles of Assessment

The Assessor will examine the evidence on the basis of seven factors: authenticity, currency, quality, relevance, transferability, validity and sufficiency.

### 5.7.1 Authenticity:

Is there documentary evidence to support your claim? Is it from a reliable source? Is it a true and correct copy of the original? Is it yours?

### 5.7.2 Currency:

Are you able to demonstrate the skills now? Do these competencies have a shelf-life? Have there been changes within the skill area that could affect your ability to perform a task or apply your knowledge (e.g. technology, equipment, procedures)?

### 5.7.3 Quality:

Does your evidence indicate your level of performance? Is that level acceptable to Units or Elements of Competency listed in the relevant Training Package?

**5.7.4 Relevance:** Is your claim relevant to the Units or Elements of Competency in the relevant Training Package?

### 5.7.5 Transferability:

If you are claiming Skills Recognition for learning done outside of your current workplace, are you able to apply this to your current role? Are the main competencies the same or very similar? Does your evidence show how your skills can be transferred?

**5.7.6 Validity:**

Does your claim cover the depth and breadth that the Unit or Elements of Competency would? Is your evidence relevant and reliable? Can you demonstrate the skills and knowledge that would be gained through the course?

**5.7.7 Sufficiency:**

Is there enough evidence to support your claim?

You should look at your evidence in the same manner. Ensure that your documentation is complete and from reliable sources. Make sure that you have enough relevant information to prove your claim. The role of the assessor is to examine the evidence that you provide and make a decision based on that evidence as to whether or not to credit you with a Unit or Element/s of Competency; it is not to gather the evidence for you.

You will find it useful to organise your evidence into a portfolio, with a section for each competency that you claim. You can then easily check the sufficiency and relevance of your evidence for each competency.

**5.8 Assessors**

Assessment is the gathering of evidence from a range of sources, comparing it to the performance criteria of a competency standard and deciding if sufficient, relevant evidence has been provided.

When selecting an appropriate strategy for the collection of evidence, various factors will require consideration. These factors include:

- The evidence requirements of the specific Units of Competency, the range of variables and performance criteria;
- The requirements of the trainer and of the student;
- Operational contexts;
- Time and cost factors;
- The frequency of application;
- OH&S or environmental risk;

These factors, or combinations of these factors, will influence the methods by which suitable and sufficient evidence is collected during the assessment process.

## 6. CONDUCT POLICY

Disciplinary action will be taken and you may be penalised if you act in a way contrary to the Zokal Safety Training guidelines for students undertaking training. A student can appeal against penalties. (Refer to Zokal Safety Training Grievance Procedure and/or Appeal Procedure). Your penalty might then be reduced, removed, or increased.

### 6.1 Consequences of Misconduct

The following conditions apply to a student undertaking training. If the student has acted in, or engaged in any misconduct other than 'Serious Misconduct' the following steps shall be taken.

**For a 1<sup>st</sup> offence:** - a verbal warning shall be issued and counseling shall be provided to the student advising of the repercussions of their actions should they continue. A record of this verbal warning and counseling shall be documented, dated and signed by the trainer / assessor and also the student receiving the disciplinary action and this record shall be placed in the students file.

**For a 2<sup>nd</sup> offence:** – A formal written warning will be issued to the student advising them of impending removal from the training course. A record of this written warning shall be documented, dated and signed by the trainer / assessor and also the student receiving the disciplinary action and this record shall be placed in the student file. In this instance the Training Management Committee shall also be advised of the action as well as the employer or supervisor.

**A 3<sup>rd</sup> Offence:** - will result in the removal of the student from the training course.

## 7. PRIVACY POLICY

Privacy and access to the information kept about students is an important issue. Zokal Safety Training is committed to maintaining student's privacy and restricting access to information (including training information) on a "need to know" basis.

All training information is to be treated as "in-confidence" and not made generally available. Results of assessments are not public information.

Key points to note are:

- Access will be restricted as follows:
  - (a) Students will only have access to central database reports, print outs, and files of their own individual training records upon request or by accessing the ZST website;
  - (b) Trainers will only have access to central database reports, print outs, and files of the students they have trained;
  - (c) Assessors will only have access to central database reports, print outs, and files of the students they have assessed;
  - (d) The Training Management Committee members will have access to all central database training records and files;
  - (e) Personal details may be required to be provided to the Department of Education and Training as a part of the audit process and to other organisations where the law requires it.
- All personal information is kept in a locked cabinet and in a secure offsite data vault;
- Information on files will not be disclosed to any unauthorised personnel;
- Only information that is actually necessary will be collected and retained;
- Students are guaranteed access to information about them held by Zokal Safety Training;

Zokal Safety Training acknowledges that personal information collected and held by Zokal Safety Training must be responsibly and transparently collected and managed in accordance with the requirements of the Zokal Safety Training Privacy Policy.

The Zokal Safety Training Privacy Policy does not override State and Federal legislation and regulations.

## 8. REFUND POLICY

ZST will issue refunds when:

- A course has been cancelled by ZST.
- Student receives Youth Allowance / Austudy.
- Student gives us written notice seven working days prior to commencement of course.
- Student accepts a course offer from a different educational institution within the first 3 weeks of the course.
- Review of RPL indicates that student does not have to undertake the course / part course.
- Student unable to attend due to exceptional circumstances. For example - extended hospitalization or illness, family emergencies etc.

ZST will not issue refunds for:

- Change in students work hours
- Inconvenience of travel to class
- Moving interstate
- Job change or retrenchment
- Students who leave before finishing the course / module

## 9. APPEALS AND GRIEVANCES POLICY

The purpose of this policy is to outline the appeals and grievance system that is established to resolve issues relating to assessment decisions and any other training related grievance.

All students have the right to appeal an assessment decision or make a complaint, where they feel that they have been treated unfairly, discriminated against, or otherwise dealt with in contravention of the Policies and Procedures.

ZST is committed to implementing effective appeal and grievance procedures that, where possible, are managed quickly, at the local level and with a minimum number of people involved. The resolution process will focus on a rapid resolution and positive outcomes. The procedures aim to avoid blame and undue investigation.

### 9.1 Additional Values

ZST Appeals and Grievance Policy is also based on the following additional values:

#### 9.1.1 Fairness

Opportunities are provided to:

- Challenge assessment results and to make provision for re-assessment  
and
- To make an informal and/or formal complaint.

ZST complies with the accepted Standards of Natural Justice. The duty to act fairly includes two rules:

- The fair hearing rule – “a person whose interests will be affected by the decision should be given a hearing before that decision is made.”  
and
- The no bias rule – “a person with preconceived opinions, a vested interest or personal involvement in a matter should not attempt to settle that matter”.

#### 9.1.2 Awareness

All students have a right to be aware of, and familiar with:

- The methods of assessments to be used in workplace assessment;
- The appeals and grievance guidelines.

### **9.1.3 Confidentiality**

Information regarding appeals and grievances is confined to personnel directly involved in the appeal or grievance. The individual's appeals/grievance data/information shall be maintained in confidence and respect the privacy rights of the individual.

## **9.2 Appeals**

All students have the right to appeal against the results or conduct of an assessment.

The Appeals Procedures and Guidelines outlined below apply to:

- Assessments conducted before, during and after a training activity;
- Assessments or decision within a Skills Recognition (RCC / RPL) process.

## **9.3 Appeal Procedure**

It is highly recommended that, in the first instance, the claimant tries to resolve the issue with the assessor.

All students will have access to the documentation regarding the appeals process. An appeal against an assessment must be submitted in writing and signed by the appellant within twenty one (21) days of the date of the result notification. The documentation should clearly state on what grounds the appeal is based and should include the evidence available to support the claim.

Valid grounds for submitting an appeal may include but are not limited to:

- Alleged bias of the Trainer/Assessor
- Alleged wrong advice from the assessor regarding the assessment process;
- Alleged inappropriate assessment process for the competency; and/or
- Faulty or inappropriate equipment.

On receipt of written notification of an appeal, Trainer / Assessor will acknowledge receipt of the claim, in writing, to the claimant and forward to them an Assessment appeal application form.

Upon the receipt of an Assessment Appeal Application Form, the Training Management Committee will nominate an independent assessor to review the appeal and make a determination.

The independent Assessor will:

- Review the assessment;
- Interview the student as necessary;
- Interview the original trainer / assessor as necessary;
- Make a determination.

The independent assessor has three (3) options:

1. Deeming the appeal successful;
2. Recommending re-assessment;
3. Rejecting the appeal.

The appellant will be notified in writing of the determination.

#### **9.4 Grievances**

It is important to students that any grievance that may arise is dealt with effectively, efficiently and in a timely manner. It is for this reason that ZST is committed to addressing any issues as they arise.

This policy stresses the importance of managing any grievance, where possible, at the local level. This process will involve attempting to resolve the issue, informally, between the people who have the grievance. This will normally result in a quicker resolution.

There are four steps in the grievance process:

1. The people involved should attempt to deal with the problem in an informal manner. They should discuss any concerns between each other – sometimes people behave inappropriately without realising it.
2. If the first step is unsuccessful, or the aggrieved person doesn't feel comfortable about approaching the other person directly, they should raise the complaint informally with the trainer / assessor.
3. If this still does not resolve the grievance, a formal complaint can be made to the Training Management Committee by using the Student Grievance form. The form can be obtained from the ZST website or by contacting the ZST. The complaint should include the nature of the grievance, the facts giving rise to the grievance and how the problem might be resolved.
4. The student grievance form is submitted to the Training Management Committee. The committee will investigate the grievance using the process of natural justice.

Natural Justice – this means that all parties must be given the opportunity to present their case, be fully informed about allegations and decisions made and have the right to be represented by another person. In addition, a decision-maker must have no personal interest in the matter and must be unbiased.

Records will be maintained and assessment papers, schedules and markings are to be held in accordance with the Australian Qualification Training Framework Standards for auditing of Training.

#### **9.5 Administration**

ZST will maintain an accurate and secure recording system for all appeals, assessment records and qualifications consistent with the minimum quality standards required of an RTO. A register of Grievances / Appeals is to be maintained. Assessment data will be treated as confidential and will only be accessible to authorised persons.

## 10. STUDENT ENROLLMENT PROCEDURE

1. Contact Zokal Safety Training by phone, fax or email for the current list of available courses or programs and an enrollment application form
2. Choose the course or program that suits your needs
3. Complete the Course Enrolment form and mail, fax or email it to Zokal Safety Training
4. Zokal Safety Training will send to you all the required materials and course information sheet.

## 11. KEY CONTACTS

Jim Prout  
Director  
Phone: 0425 258900  
Email: jim@zokal.com.au

Peter Payne  
Director  
Phone: 0429 077044  
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