

# Student Handbook



**FiT**  
FIRE INDUSTRY  
TRAINING



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# Introduction

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Welcome to Fire Industry Training (FiT), the Registered Training Organisation that will deliver your training and assessment.

FiT's mission is to deliver quality training which is effective, proactive, timely and beneficial for participants of the fire industry.

FiT expects all those to whom its policies and procedures apply—including staff and students—to do the following:

- **Impartiality**
  - Treat all people equally, fairly, and with respect
  - Base actions, decisions and advice on all relevant evidence
  - Implement FiT policy and procedures equitably.
- **Integrity**
  - Maintain students', Trainers' and Assessors' trust by acting in their interests, and in FiT's interests
  - Report any behaviour that contravenes FiT's policies.
- **Accountability**
  - Achieve results through the best use of FiT's financial, physical, human resources, and through student participation.
- **Responsiveness**
  - Provide services promptly
  - Provide information to which a person is entitled, promptly and in an appropriate form
  - Provide information that is accurate, current and complete.

FiT's policies apply to the FiT Board of Directors and all workplace and training \*participants—whether they are full- and part-time, casual and volunteers.

Any person concerned about breaches of FiT's policies should raise the matter with the Chief Executive Officer (CEO). In particular, they must not ignore, allow, permit, aid, encourage, foster, reward or instruct any form of unlawful behaviour. The CEO will investigate any matter raised and take action on it, confidentially and respecting the person's wishes, in line with FiT's procedures.

## Health, safety and rights

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FiT recognises its moral and legal responsibilities under Occupational Health and Safety (OH&S) legislation to provide a safe and healthy work environment. The law also allocates responsibility to the people to who this policy applies to ensure a safe and healthy environment.

FiT will:

- provide a safe and healthy workplace and working conditions
- provide training to enable all staff to work safely
- comply with all relevant legislation and industry standards
- provide support and assistance to staff and students
- provide adequate resources to aid staff and students to fulfil their responsibilities (including a first-aid box available to staff and students)
- record and investigate all reported injuries, accidents and near misses, and take action to prevent them recurring
- conduct regular hazard audits of its premises & of any external training venue reviews.

The delivery and assessment of all programs incorporates relevant OH&S requirements. FiT has OH&S procedures specific to the delivery and assessment of its programs.

While at work, all FiT staff will:

- take reasonable care to ensure all health and safety procedures are implemented at all times for everyone
- identify and support measures to eliminate or minimise unsafe conditions
- assume personal responsibility for their own safety and for those of other work colleagues by always operating in a safe and appropriate manner.

FiT prohibits smoking, and the possession and use of alcohol and/or illegal drugs, on its premises.

### ***How to help with Occupational Health and Safety***

- Read the *Emergency evacuation notice* prominently displayed around the venue
- Be familiar with emergency exits, assembly points, and path between them
- If you are at the scene of an accident, near miss or injury, you must not touch or disturb anything, until the Occupational Health and Safety Officer has investigated it
- If you witness, or are involved in, an accident, near miss or injury, the Occupational Health and Safety Officer might need you to make a statement
- If we need to conduct an emergency evacuation:
  - obey all instructions from the coordinating staff member
  - keep moving calmly and quickly to the assembly point
  - do not re-enter the building until a staff member says it is safe to do so.

## **Workplace Safety**

You owe it to yourself, those close to you and your fellow Students, not to place yourself in a position to undertake unnecessary risks, whether at work or at FIT. You play a vital role in protecting yourself and others from hazards and hazardous situations by following safe procedures and correct work practices.

FIT staff encourage an active interest in health & safety throughout the workplace. We will discuss and resolve issues relevant to the workplace and assist in identifying training needs.

### ***Obligations of workers and other persons***

Workers and other persons at the workplace are:

- not to endanger their own health and safety or that of others at the workplace
- to follow instructions given to ensure health and safety
- not to wilfully or recklessly interfere with, or misuse anything provided to ensure health and safety; and
- to use personal protective equipment provided to carry out the work safely.

This means as a Student at FIT you should:

- conduct your work and training in a safe way and follow the procedure compiled for the work
- use the personal protective equipment provided and maintain it when necessary
- report any faulty machinery and tools to your Trainer
- report any hazards or unsafe conditions to your Trainer
- Follow directions issued by your Trainer
- report any injuries, illness and close calls (near misses); and
- keep your work area in a clean and tidy state.

### ***Hazard Reporting***

A Hazard is something that could cause injury or damage to person and plant.

As you go about your training, you will identify hazards that could present a safety risk to yourself, other Students or the general public. If you cannot immediately rectify these concerns, report these concerns to your Trainer.

It is everyone's responsibility to report hazards.

### ***Safe work procedures***

Safe working procedures have been established for training activities. If you are unsure how to conduct a particular task in the safe way, ask your Trainer.

As safety is everyone's responsibility, FIT encourages open communication and consultation on workplace health and safety matters. Speak to your Trainer if you have any concerns or suggestions on how to improve workplace health and safety.

## **Manual Handling**

Manual handling is involved in nearly all work performed in our industry. Manual handling must be conducted in a manner that enables you to avoid sprain and strain injuries, especially to your back.

Injuries are sustained through:

- bad working habits:
  - bending
  - twisting
  - slouching
  - arms raised
  - carrying a load too far from your body.
- incorrect lifting or handling practices
- poor habitual postures
- repetitive work; and
- vibration.

### ***Rules for lifting***

Ask yourself questions such as:


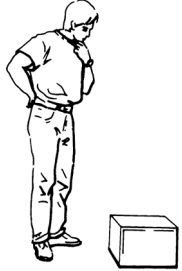





- can I use mechanical lifting aids to do the work?
- is the load too heavy?
- can I slide it instead of lifting it (push - don't pull)?
- is the load in my safe lifting zone?
- must I twist or stretch to get to the load?
- have I stretched my muscles to warm up before lifting?
- is the pathway clear of obstacles?
- can I see where I am going?
- do I need assistance?

### ***Team lifting***

If an object is awkward and you believe it is too heavy for you to lift:

- ask a co-worker for assistance
- select the same size people to carry the object
- lift the object together; and
- talk to each other when lifting and lowering to ensure coordination.

## Safe manual handling

<p><b>STEP 1 - Plan for the lift:</b></p> <ul style="list-style-type: none"> <li>• decide where the load is to be placed</li> <li>• make sure your path is clear.</li> </ul> 	<p><b>STEP 2 - Prepare for the lift</b></p> <ul style="list-style-type: none"> <li>• assess the weight of the load</li> <li>• decide how it is to be handled.</li> </ul> 
<p><b>STEP 3 - Determine the technique:</b></p> <ul style="list-style-type: none"> <li>• stand close to the load</li> <li>• adopt a balanced stance</li> <li>• avoid twisting, bending and reaching.</li> </ul> 	<p><b>STEP 4 - Starting the lift:</b></p> <ul style="list-style-type: none"> <li>• bend your knees</li> <li>• ensure a firm grip.</li> </ul> 
<p><b>STEP 5 - Lifting:</b></p> <ul style="list-style-type: none"> <li>• lift with your legs - let the leg muscles do the work</li> <li>• maintain your natural back and lift smoothly.</li> </ul> 	<p><b>STEP 6 - Moving:</b></p> <ul style="list-style-type: none"> <li>• keep load close</li> <li>• maintain the natural spine position</li> <li>• don't twist your back, move your feet.</li> </ul> 
<p><b>STEP 7 - Lowering load:</b></p> <ul style="list-style-type: none"> <li>• use your leg muscles to lower the load</li> <li>• keep your back as natural as possible. This applies whether you are lifting or lowering a load</li> <li>• bend in a semi-squat, don't twist your body.</li> </ul> 	

## Personal Protective Equipment (PPE)

PPE is the method used to protect workers when the risk cannot be completely eliminated or removed FIT has all PPE necessary for you to carry-out you training in a safe environment.

It is your responsibility to have all your own PPE (long pants, Long sleeve cotton shirts and safety boots) and you may be asked to leave the training if you have not reported to training without these items. FIT will supply PPE required for equipment use and instruct you on their proper use to enable training to be undertaken in a safe manner.

## ***Clothing and safety footwear***

FIT requires Students to dress in long trousers, steel-cap protective footwear and normal work shirt. For some activities, such as oxy-acetylene cutting and welding, FIT will require Students to wear long sleeve shirts.

## ***Face and eye protection***

Suitable eye protection must be worn where there is a risk of eye injury.

Appropriate safety glasses, goggles or face shields as appropriate are to be worn when there is a risk of injury from drilling, grinding using power tools & other recognised work activities.

Chemical safety goggles or face shields are required when handling chemicals.

## ***Hearing protection***

Exposure to a high level of noise, above what's considered 'excessive noise' 85 dB(A) as part of normal work or training, must wear the appropriate hearing protection.

### ***Noise levels examples***

<b>Item</b>	<b>dB(A) Rating for Operator</b>	<b>Time limit without protection</b>	<b>dB(A) Rating 5 metre distance</b>
Wacker Packer	104	6 minutes	99
Post Hole Digger	105	4 minutes	93
Stihl Chain Saw	112	1minute	96
Stihl Quick Cut Saw	105	4 minutes	93
Stihl Brush Cutter	91	2 hours	
Stihl Trimmer FS86	90	2.5 hours	
Lawn Mower	90	2.5 hours	
Concrete Mixer	97	30 min	87
Electric Saw	103	7 minutes	

A sticker or some other indication of the noise level should be placed onto equipment.

Hearing protection must be worn when:

- working with noisy tools, plant, equipment; or
- a mandatory sign indicting "Hearing protection must be worn" is displayed.

As a general guide if you have to raise your voice to be understood by another person 2 metres away, you probably need hearing protection.

## ***Respiratory protection***

Dust, fibres, solvents, glues and chemicals can damage your respiratory system, with the negative effect sometimes not evident for many years. Every attempt should be made to extract dusts, fumes etc before relying on PPE.

Respiratory protective equipment is to be worn:

- to protect yourself or others; and
- where there is a risk from harmful dust, fumes, vapours or gases.

## ***Hand protection***

As your training requires the continuous handling of tools, materials and substances, hands and fingers need to be protected.

Situations for hand protection:

- appropriate gloves are to be used when handling materials or when using acids, solvents, lime, cement or the like
- puncture proof gloves are to be worn when handling sharp objects (glass, palm tree needles); and
- use barrier cream on your hands as needed.

## ***Housekeeping***

The tidier the training environment, the safer it will be. You should clean up as you go, by:

- keeping floors and work benches clear of rubbish
- keeping walkways clear
- putting rubbish in the bin or a designated area
- cleaning up spills immediately
- storing tools and equipment in their appropriate area.

## ***Signage***

Different signs will be displayed throughout the training centre to identify certain hazards

Each coloured sign means different conditions:

- Blue and White - mandatory sign you must follow the instruction (eg. Safety Helmets Must Be Worn).
- Green and White - information sign indicating safe conditions (eg. First Aid).
- Red, Black and White - danger sign indicating a danger (eg. DANGER - Switchboard 415 Volts).
- Yellow - caution sign indicating to take caution (eg. CAUTION - Explosive Power Tool in Use).

## ***Barriers***

Safety barriers are recognised as a way of designating a work area and to limit access.

When using barriers:

- always ensure that the type of barrier is suitable for the work and the associated hazards they are protecting
- never move or interfere with a barrier unless directed by your Trainer.

## ***Electrical safety***

Electricity has the potential to kill if used carelessly or if the equipment is defective.

The following requirements are to be adhered to:

- electrical equipment must not be used unless it has been inspected, tested and tagged
- before using power tools and electrical equipment, check the leads, plugs, guards, switches and accessories for damage and check the test tag
- piggyback plugs or double adaptors are not to be used.

## ***Height safety***

### ***Ladders***

If you use an extension ladder:

- check all ropes and pulleys
- clean and remove mud and grease from the threads
- place the ladder at a safe angle, 75° to horizontal (ratio of 1:4)
- ensure the ladder is on a firm footing
- ensure the ladder extends 1 metre above the landing
- fix the ladder securely at the top to stop it moving; and
- face the ladder when climbing.

If you use a portable step ladder:

- check the restraints on the ladder
- use only in the fully open position
- do not stand on the top 2 steps to perform work.

### ***Working at heights***

If training activities involve the risk of falling more than 2 metres, the Student must be protected by:

- a guard rail (edge protection)
- a fall protection barrier; or
- a personnel fall protection system.

If there is a possibility of falling when undertaking training activities at height, ensure that you are secured or protected by guard rails or a fall protection system (harness and lifeline).

### ***Harness and lifelines***

Safety harnesses and lifelines are to be used where there is a risk of falling from heights.

Six steps when using a harness and lifeline:

1. check the condition of the harness, belt and line
2. adjust for a comfortable and correct fit
3. check that the lifeline is not frayed
4. check the security of the line
5. check that the line cannot be snagged; and
6. check that the anchor point is secure.

Safety harness and lifelines are to be inspected by the user prior to, and after every use. Your life depends on these inspections. Any piece of equipment which has been used to arrest a fall is to be withdrawn.

### ***Specific equipment***

#### ***Plant and machinery***

When working with plant and machinery the following precautions must be taken:

- comply with the specific safe working procedures
- report any malfunctions and defects immediately
- tagging or lockout is not to be removed by any person other than the person who instigated the tagging or lockout procedure.

#### ***Machine guarding***

Never remove a guard from a tool, machine or equipment. If you find a guard has been removed, do not use the tool, machine or equipment and report it immediately.

#### ***Oxy-acetylene, welding work***

These precautions should be taken when undertaking oxy-acetylene and welding work:

- always ensure no flammables or other combustible materials are in the vicinity
- protective screens are to be placed to isolate the work area
- always transport, store and use gas bottles in a vertical position (secure in their trolley)
- when a cylinder is empty, close the valve, remove gauges, fit the protective cap and mark EMPTY
- check gauges, hoses, connectors etc, for wear and damage
- wear the appropriate protective equipment
- ensure flash back arrestors are fitted
- ensure gas cylinders are secured properly; and
- ensure a fire extinguisher is near the work area.

#### ***Compressed air***

Serious injury can result from compressed air if misused or mistreated. Never direct compressed air against yourself or anyone else as it may result in injury; and regularly check the equipment and fittings for faults.

### ***Power tools***

When using power tools:

- always use with a fixed or portable safety switch
- don't operate in wet conditions
- regularly check to ensure it has been tested, tagged and in good condition
- store power tools properly when finished; and
- wear the appropriate protective equipment.

### ***Hand tools***

Hand tools are not regarded as dangerous, however a large number of injuries involving hand tools occur. When using hand tools always:

- use the right tool for the job and use it correctly
- regularly inspect your hand tools for wear
- store tools correctly when not in use; and
- wear the appropriate protective equipment.

## **Incident/Accident Reporting**

### ***Near misses***

If you experience a near miss incident – report it to your Trainer immediately. Remember the next one might not miss!

### ***Slip, trips and falls***

The risks of slips, trips and falls can be reduced by:

- keeping walkways clear of hazards
- wearing boots or shoes with good treads
- using the walkways, stairs and handrails when provided
- observing safety barricades, edge protection and signs
- cleaning up spills immediately
- checking ladders and the like are in good condition; and
- using the safety equipment provided.

### ***Minor injury***

Report any injury no matter how minor immediately to your Trainer.

### ***Injury***

If you witness an accident:

- stay calm
- never place yourself in danger
- call for assistance
- do what you can to assist the injured person
- if a person with authority gives you instructions, follow them; and
- cooperate with the persons conducting the accident investigation.

## ***Incident / Accident Investigation***

Incidents and accidents will be investigated.

If you are witness to an accident:

- inform your Trainer you witnessed the accident
- cooperate with the investigators; and
- inform the investigators of what you actually saw.

## **Student Code of Conduct**

At Fire Industry Training (FiT), we are committed to providing a safe, inclusive, and respectful learning environment where every student has an equal opportunity to succeed. All students are expected to conduct themselves in a manner that supports a positive, safe and professional learning environment for all.

Students must:

- Show respect for fellow students and FiT staff, including following all reasonable instructions from staff.
- Help maintain a clean, safe and inclusive working environment, free from discrimination, harassment or bullying.
- Uphold equal rights and opportunities for all, regardless of background, gender, culture, sexuality, beliefs, or ability.
- Uphold FiT's zero tolerance policy towards sexual harassment. Any unwanted, uninvited or unwelcome behaviour of a sexual nature is strictly prohibited and will be treated seriously.
- Treat all persons with dignity and respect; this includes avoiding any inappropriate or offensive comments, behaviour, gestures or material that could make others feel intimidated, humiliated or offended.
- Respect others' personal space, privacy and boundaries—both physical and online.
- Use digital and online communication responsibly and never for sexually offensive or inappropriate purposes.
- Be punctual and maintain attendance as required.
- Notify staff in a timely manner if you are unable to attend classes.
- Take responsibility for the care and respectful use of property, both personal and that of others or the college.
- Breaches of the Code of Conduct — including any form of sexual harassment — may lead to disciplinary action, including possible suspension or removal from the course.

## **Emergency Procedures**

Your Trainer will provide you with the relevant information relating to fire, workplace or site evacuation, bomb threat and medical emergency.

### ***Fire***

If you discover a fire:

- alert other persons to the fire
- immediately advise your Trainer, who will contact the fire services
- if safe to do so, attend to the immediate danger to people
- if safe, attend to the fire; and
- do not risk personal safety in an effort to protect property.

### ***Emergency evacuation***

If you become involved in an emergency evacuation from a building:

- follow instructions given to you by the fire control officers
- leave the building by the designated exit
- go to the designated assembly area
- do not run or crowd exits; and
- do not return to the building unless instructed.

### ***Medical emergency***

In the case of an emergency procedure:

- first – stay calm
- check for danger to yourself before assisting the casualty
- if able, apply basic first aid
- report to your Trainer as soon as possible.

You need to:

- know the identity of your first aid officer and the location of the nearest first aid kit
- inform your Trainer of the injury and record any first aid equipment and medical treatment in the book provided; and
- inform your Trainer if the first aid equipment is running low.

### ***Hygiene***

Ensure personal hygiene by:

- cleaning and covering all cuts and abrasions
- washing your hands thoroughly with soap and water especially:
  - after conducting any work
  - after contact with chemicals or contaminated materials
  - after first aid treatment
  - after toilet visits
  - before eating, drinking or smoking.
- avoid using other workers personal protective equipment
- ensure that you keep your tetanus immunisation up to date.

# Access and equity

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## Discrimination

Discrimination includes:

- **direct discrimination**, which is to treat someone less favourably due to a personal attribute, characteristic or circumstance protected by law
- **indirect discrimination**, which is to apply a policy, rule or practice that appears fair and neutral, but results in one person (or a group of people) being treated less favourably or suffering detriment, due to any of the characteristics below
- **systemic discrimination**, which is a culture and/or practices of an organisation of entrenched discriminatory thinking and decision making. These things can arise, over time, when discrimination due to any of the characteristics below is not challenged and becomes institutionalised.

It is illegal to discriminate against the person on the basis of:

- age
- breastfeeding
- childless or a de facto spouse
- gender identity
- impairment (including physical impairment, mental illness, mental retardation)
- industrial activity
- lawful religious or political belief or activity
- lawful sexual activity
- marital status
- parental status
- physical features
- pregnancy
- race (including colour, nationality, ethnic or national origin)
- sex
- sexual orientation
- status as a carer
- personal association with persons having any of the above attributes.

Bullying and harassment can be discrimination when they happen against a person on the basis of the above characteristics. Bullying and harassment can be verbal, physical or in writing, and includes behaviour that intimidates, degrades or humiliates another person. In most cases, it is persistent and happens over a period of time, but can also be a one-off event. It includes:

- publicly humiliating someone
- verbal abuse
- spreading malicious rumours or gossip
- single or multiple incidents
- written or verbal statements and gestures
- graffiti
- initiation practices.

Bullying and harassment can also occur outside work time and the workplace (such as at an external training conference, a work social activity or via social media).

## **Sexual harassment**

Sexual harassment is unwanted, unwelcome or uninvited behaviour of a sexual nature that results in a person or a group of people feeling humiliated, intimidated or offended. It is unlawful to sexually harass someone in the workplace, or in any other work-related context.

**Sexual harassment is ILLEGAL. FiT has a zero tolerance to any form of Sexual Harassment**

Sexual harassment can take many different forms including physical contact, gestures, verbal comments, the display of offensive material and uninvited intimacy. It may be the result of a single incident, or of continuous behaviour. It can also include behaviour and practices that create a sexually hostile, sexually intimidating or sexually permeated environment. Sexual harassment can be blatant, subtle or covert. It can be premeditated or impromptu behaviour. It can be from male to male, male to female, female to female, or female to male. Sexual orientation is irrelevant. It is the nature of the behaviour and its impact that is assessed. Intent is irrelevant.

**Examples of sexual harassment** include, but are not limited to:

- taking inappropriate photographs
- stalking and delivering anonymous gifts or messages
- continued requests for dates
- unwelcome sexual advances, requests for sexual favours or sexual propositions
- unwelcome comments about a person's sex life or physical appearance
- suggestive behaviour (such as staring, leering, ogling or inappropriate gestures)
- uninvited intimacy or physical contact (such as pinching, brushing up against a person, slapping, touching, kissing, cuddling or fondling)
- sexually offensive comments, taunts, slurs, jokes, innuendo or anecdotes
- sexually offensive material (such as screensavers, photographs, pin-ups or calendars, music, DVDs, YouTube, reading matter, pornography or inappropriate objects)
- sexually offensive communications (such as inappropriate letters, emails, phone calls, Skype contact, text messages, blogs, Twitter, Facebook, online chat or internet posts)
- indecent exposure, public masturbation, molestation, sexual assault and rape.

Sexual harassment is not consenting adult behaviour resulting from mutual attraction or respectful friendship. People to whom this policy applies who are involved in consensual relationships should always ensure that their behaviour is appropriate and professional at work, and in work-related environments, ensuring respect for their colleagues.

If a consensual relationship ends and one-party attempts to rekindle the relationship at work or in a work-related environment, any unwelcome behaviour can amount to sexual harassment.

## **Victimisation**

Victimisation means subjecting a person to some form of detriment because they have:

- lodged a complaint of discrimination or sexual harassment
- provided information or documents regarding a complaint

- attended a conciliation conference at the Equal Opportunity & Human Rights Commission
- attended a compulsory conciliation at the Civil and Administrative Tribunal
- reasonably asserted their rights, or supported someone else's rights, under anti-discrimination laws
- refused to discriminate against another person, victimise or sexually harass them
- made an allegation that a person has acted unlawfully under anti-discrimination laws
- brought any proceeding under the *Equal Opportunity Act 2010*.

**Victimisation is illegal, and FiT will not tolerate it!**

## **Racial and religious vilification**

Racial and religious vilification is illegal. It includes such things as:

- making racist comments in a publication, including on the internet and by email
- making public statements at a meeting or at a public rally that incite hatred of people of a particular race or religion
- writing racist graffiti or displaying racist posters or stickers.

By law, vilification does not include an act done in private (for example, a private discussion you would not expect other people to overhear). However, the workplace is a public place. FiT will not tolerate racial or religious vilification in any context in which its policies apply.

## **Disability**

FiT supports students with a physical and/or intellectual disability to fully access its training programs, as independently as possible.

In supporting students with a physical or intellectual disability, FiT:

- provides mandatory disability awareness training to all staff
- provides additional targeted training for specialist staff
- values and actively promotes a culture where staff members possess and consistently demonstrate informed, inclusive, and non-discriminatory attitudes towards students with disability
- Reviews course requirements in light of information provided by students with disability to include activities and/or substitute activities that allow participation
- Provides additional support as necessary to assist students with disability to achieve their intended learning outcomes
- makes reasonable adjustments in its, training venue, service delivery, operations and resources which allow students with disability to participate and learn on the same basis as students without disability.
- consults regularly with students with disability and their parents and caregivers to develop reasonable adjustments and address concerns as they arise
- encourages students with a disability to discuss their needs, upon enrolment and at any stage during the student life cycle
- allows carers or interpreters to accompany students with a disability free of charge

- takes reasonable steps to ensure that students with disability have access to specialised support services as required
- adopts a strict stance of zero tolerance towards harassment, victimisation and discrimination

FiT deals with complaints about discrimination, harassment, victimisation and vilification under its **Complaints and appeals policy and procedures**. These cover:

- hearing complaints about discrimination, ~~sexual~~ harassment, victimisation and vilification from staff and students
- providing support and referring onto counselling services as appropriate
- take action on complaints received
- documenting details of complaints, the actions taken, and outcomes.

## **Privacy**

FiT complies with the principles of the *Commonwealth Act*, including:

- only collecting information with the knowledge and consent of the person
- only using personal information for the purposes for which it was collected
- not disclosing, reselling, distributing to or sharing personal information with, a third-party without the prior written consent of the person
- not disclosing personal information to state institutions or authorities except as required by law or regulation
- ensuring that demographic and other statistical information is not linked to any personal information that can disclose the identity of a person
- using, from time to time, a person's contact details to provide them with information about its programs or activities.

The VETtrak student records management system is password-protected. Only the Chief Executive Officer, Registration officer and Administration Officer are authorised to use it.

A person can gain access to the personal information FiT holds about them by making a request in writing, detailing the information they seek & by providing proof of their identity.

After reviewing this information, a person can provide, in writing, any corrections which in their view should be made to the information that FiT holds about them.

The FiT website does not use cookies (a piece of data stored on a user's hard drive containing information about them) and FiT does not plan to use them in future.

The FiT website may contain links to other sites. FiT is not responsible for the accuracy or the privacy practices of other sites and recommends visitors to read the privacy statements of each and every website which collects identifiable personal information.

### ***How to get access to your file***

- Download a *Request for student information* from our website
- Bring the request personally to the office, with proof of your identity (such as a current and valid driver's license, learner's permit or passport)
- The office will photocopy relevant information for you.

# Enrolment, orientation and support

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FIT's number one focus is on our students. We aim to help every student reach their full potential with their training program. We offer all students comprehensive information and advice before they enrol and during enrolment, an orientation before they start their course and a wide range of support services during their course.

## ***Enrolment***

Before and during enrolment, FIT provides students with comprehensive information about:

- entry requirements
- fees and charges for their program
- other requirements for their program (such as a materials and PPE list)
- arrangements for credit transfer, recognition of prior learning and articulate pathways
- the language, literacy and numeracy (LLN) test they must do before they start their course, and the LLN help FIT provides
- student orientation.

FIT's enrolment form is AVETMISS-compliant and is checked annually for currency.

## ***Your application to enrol***

When we receive your request to enrol, we will provide you:

- a course enrolment (specific to your State or Territory)
- a course brochure
- *Student's handbook*

We will enrol you if we have an available place in a course, and you meet the enrolment requirements. We will confirm acceptance of your application to enrol by letter or email (either to you or, if you are employer-sponsored, to your employer) with:

- the course fees and payments schedule
- a course calendar or Training Plan (QLD enrolments).

## ***Orientation***

We will organise an orientation session, before classes start, which covers:

- introductions to your Trainer/Assessor, staff and other students
- a tour of the facilities, equipment and resources
- the course calendar
- a review of *Student's handbook*, to explain and discuss key issues and policies, including:
  - RPL
  - Occupational Health and Safety
  - Student Support and Welfare Services (including how we/the Officer can help)
  - Complaints and Appeals

- flexible learning and assessment strategies to meet individual learning styles and address disabilities or learning difficulties
- a question and answer session.

Separately, we will discuss:

- any special needs arrangements FiT will make for you
- credit transfer and recognition of prior learning options if appropriate
- your training plan (with you and your employer (if appropriate), which, in a case where FiT has granted credit, will cover the units that remain to complete in the qualification.

### ***Language, literacy and numeracy***

The course Training & Assessment Strategy specifies the Australian Core Skills Framework 'Level Indicators' for learning, reading, writing, oral communication & numeracy.

FiT provides prospective students with pre-enrolment information that outlines the language, literacy, and numeracy (LLN) requirements specific to their course:

- **Language** is how we communicate by speaking and writing (including the correct use of words), as well as nonverbal ways of communicating (such as by gesture and facial expressions)
- **Literacy** is how we use language in all its forms (such as talking, listening, watching, reading and writing)
- **Numeracy** is how we use numbers (such as using arithmetic).

Some FiT students may require language, literacy and numeracy support, including students:

- whose first language is not English
- with a disability
- with lower previous education and training achievement
- of Aboriginal and Torres Strait Islander origin.
  
- whose LLN test result is lower than the required course level
- whose Core Skills Profile for Adults test result is lower than the required course level (SA students only)

FiT aims to identify a student's LLN needs:

- prior to course commencement (via diagnostic testing)
- during training and assessment (by the Trainer/Assessor observing them).

Before classes commencement, FiT assess the LLN level of all students (South Australian applicants will undergo a specific Upfront Assessment of Needs). FiT will organise extra support for students whose LLN level is lower than what is needed, according to the Australian Core Skills Framework level indicators for their course. This may include reasonable adjustments in assessment.

The LLN support that FiT offers includes:

- ensuring that all policies and procedures are written in plain English
- testing its delivery resources and assessment tools with students to ensure they are understandable, and to identify how they can be improved

- ensuring that Trainers'/Assessors' LLN expectations do not exceed workplace requirements
- providing information in verbal and pictorial forms, as well as written
- specialist after hours classes to build competency in LLN
- referral to external LLN support and foundation skills bridging unit providers
- allowing interpreters, carers and other helpers to assist students during course delivery and assessment.

If LLN support is available through a funded program, there will be no cost to the student. If no funded program/support is available, and an LLN specialist is required, the cost will be to the student.

### ***Upfront Assessment of Needs (South Australian students ONLY)***

In line with South Australian Government requirements, prospective students who reside in South Australia are required to undergo an Upfront Assessment of Needs prior to the commencement of training. During this process FiT will determine an applicant's eligibility and entitlement to engage in subsidised training. If the prospective student is deemed eligible, FiT will then conduct a comprehensive assessment using the Online Core Skills Profile for Adults (CSPA) to evaluate course suitability, support requirements, and proficiency in literacy and numeracy. The CSPA is an on-line literacy and numeracy assessment tool that provides evidence of an individual's literacy and numeracy capabilities.

The CSPA tool may identify that a prospective student needs foundation skills bridging units to enhance their literacy and numeracy up to the required level for the course. Completion of these bridging units is a condition of entry to a subsidised training place, and the individual must agree to undertake and complete the foundation skills training or support.

### ***Support***

FiT is committed to providing comprehensive support services to ensure your success throughout your training journey. We understand that every student is unique and may require assistance at different stages of their learning experience. FiT offers a range of support services to cater to students' individual circumstances. Our dedicated support team is here to help you navigate any challenges and make the most of your time with us.

**Pre-enrolment Support:** FiT provides pre-enrolment support to guide prospective students through the process. Our knowledgeable staff can assist prospective students with course selection, eligibility criteria, and any questions about our programs. We want to ensure that prospective students make informed decisions about their training pathways.

**Customised Training Plans:** To cater to specific student needs or identified barriers, and to maximise learning outcomes, FiT offer personalised student training plans. Detailed proposed training plans are issued to both the apprentice and employer up to 18 months in advance so that consideration to special needs or circumstances and any subsequent variations can be made. FiT offers a diverse selection of training delivery dates that can accommodate the majority of individual circumstances. If classes are missed there are multiple occasions each year where the classes can be made up.

**Educational Support:** Throughout your training, our trainers and assessors are dedicated to providing a supportive learning environment. They are available to answer your questions, provide clarification, and offer guidance on course content. If you require additional assistance, FiT provides educational support and referral to students who need it. This may be special help by its own staff, or referral to external programs or educational support providers.

**Disability Support:** FiT is committed to promoting inclusivity and ensuring equal access to education for students with disability. If you have a disability or specific learning needs, our disability support services can assist you. We will work closely with you to identify reasonable adjustments, accommodations, and assistive technologies to facilitate your learning and assessment processes. FiT provides disability support and referral to students who need it. FiT may provide special help via its own specialist staff, or referral to external resources or disability support providers.

**Welfare Support:** At FiT, we prioritise the well-being and welfare of our students. We understand that personal challenges can impact your ability to focus on your studies. FiT provides confidential welfare support and referral to students who need it. Our support team can provide referrals to external support services and organisations that specialise in areas such as apprentice support, mental health, disability, diversity, information about support and welfare services can be found at the end of this publication).

### ***How to get educational or welfare support and referral***

A student can contact their Trainer or Assessor or Admissions Officer/Operations Manager at anytime during business hours, or as agreed by the Trainer/Assessor, by email or mobile phone to:

- discuss the nature and extent of support and referral required (such as an extracurricular learning program)
- identify appropriate sources of support and referral
- assess whether you need referring to an external program or provider
- negotiate participation in the external program with you and your employer
- arrange the external program at your expense, if appropriate
- arrange for ongoing monitoring of your progress.

Any conversations or information shared will be held in confidence in accordance with the Australian Privacy Act 1988.

## ***Students under 18***

FiT provides a safe and protective environment for all students, including students under 18 years old. Students under 18 may be less mature or socially skilled than older students and may require:

- greater protection from bullying/harassment
- modelling and teaching of positive social skills, and a greater level of support
- a greater level of care from the Trainer/Assessor, to assess risk, provide a safe environment and adequate supervision
- learning and assessment tasks most suited to their age group.

A student 17 years of age or less who is currently enrolled in a secondary school and who does a FiT course to contribute to their secondary school course may do so with the written permission of the secondary school principal.

If a young student demonstrates, over a period of time, that they are not sufficiently mature to undertake a course, FiT will provide additional support, in line with the **Student support policy**.

All FiT staff must have a 'Working with Children Check'.

### ***If you are under 18 years of age ...***

- Before classes begin, we will discuss with you the support FiT provides for students under 18
- If necessary, we will organise educational or welfare support, as above
- At least three times a year, we will check to see how you are finding your course, and identify any welfare or support issues that may need to be addressed
- Your Trainer/Assessor has been briefed about how to recognise the signs of child abuse, which are:
  - physical signs of abuse or neglect
  - behavioural signs of abuse or neglect
  - if the child discloses they have been abused.
- If they suspect child abuse is occurring, they will immediately report it to the Student Support and Welfare Officer, who will act to determine whether there is a reasonable suspicion that child abuse is occurring. If they determine this, they must report it to the Department of Human Services.

# Fees, charges & enrolment status changes

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## Fees and charges

FiT provides all students with information about:

- fees (including recognition of prior learning, course, administration and materials fees)
- fees and charges for further training and assessment, if the student is assessed as not yet competent at their first assessment
- fees and charges for other services (such as for reissuing a qualification or statement of attainment; or for providing the student with a uniform, as is the case with the Certificate III in Fire Protection)
- payment terms (including the timing and amount of fees to be paid, and any non-refundable deposit /administration fee)
- cancellation, withdrawal, deferment and substitution.

FiT accepts no more than \$1000 in advance from a student before their course starts. Following commencement, FiT accepts no more than \$1500 in advance, attributable to tuition or other services yet to be delivered.

FiT will not accept payment for fees more than eight weeks before a course starts.

## *Paying your fees*

- New FiT Students: Your first invoice will be sent via email 40 days before your training block begins. Invoices are delivered by email only — they are not sent by post.
- Returning Students: You will receive your invoice by email 40 days prior to the start of each new block.
- Monthly Statements: A statement of your account will be emailed to you each month.
- Payment Terms: Invoices must be paid within 30 days of issue.
- Training Access: You will not be permitted to begin a new block of training if you have any outstanding invoices.
- Overdue Accounts: Invoices unpaid after 90 days will be referred to a debt collection agency.

## Cancellation

FiT allows a student to cancel their enrolment, with a full fee refund, if they cancel two weeks or more before their course starts.

FiT will refund:

- 50% of a student's fees if the student cancels between two and one week of their course starting
- none of a student's fees if the student cancels within one week or less of their course starting, except at the discretion of the Chief Executive Officer.

## **Withdrawal**

FiT allows a student to withdraw from their course, after it starts. If they wish to do so, they can defer their course and complete it at a later time.

If they do not wish to do so, FiT will:

- retain 30% of the fees for the course
- retain 10% of the fees for materials and resources
- refund the remainder (60% of the total fees) on a pro-rata basis: for example, if a student attended one day of a five-day course, FiT would refund  $\frac{1}{5}$  of 60%, or 48%.

The CEO may at their discretion, and considering the reason for a withdrawal, refund up to 100% of the fees paid.

FiT reserves the right to cancel a course if an insufficient number of students enrol in it. For the same reason, FiT may change course dates. FiT will fully refund all a student's fees in the unlikely event it cancels their course.

## **Deferment**

FiT will give a student a pro-rata credit if they cannot continue the course for unavoidable reasons. They can use the credit to pay for a future course of their choice, and they can transfer it to another person or people in their company. The credit is non-refundable.

## **Continuity of service**

Once a student has started their course, FiT will ensure, to the best of its ability, the provision of training and assessment services through to when they complete their course.

If FiT becomes no longer able to provide the services itself (due to, for example, low staff numbers or its closure), it will endeavour to organise a place for the student at the most conveniently located RTO. FiT will not be liable for associated costs (such as, for example, travel and accommodation to the new RTO).

ASQA can also assist in regard to provider closures, for more information on this [Click Here](#)

## Misconduct, attendance and discipline

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FiT provides a supportive and quality learning environment for students, based on:

- mutual respect between students, between staff, and between students and staff
- maintenance of a clean and safe learning environment
- recognition that all students have equal rights.

FiT expects all students to display a high level of personal responsibility for their learning and assessment, as they interact with other students and staff.

### ***Students MUST:***

- be punctual
- respect each other's property
- respect all staff and the facility
- respond to all reasonable instructions from staff
- notify FiT if you are going to be late for class, or unable to attend class.

### ***Students MUST NOT:***

- smoke inside any buildings
- possess or use, or be under the influence, of alcohol or illegal drugs  
(Any drugs other than those prescribed by a medical practitioner, or which can be purchased legally, will not be tolerated. If you are taking any prescribed medicine that may result in drowsiness or other side effects, tell your training Supervisor. If need be, inform your first aid officer in case of an emergency.)
- use offensive language or gestures
- disrupt class behaviour
- refuse to follow OH&S procedures
- gamble
- engage in sexual activity
- inappropriately use the internet
- assault anyone
- engage in criminal activity
- engage in discrimination, sexual harassment, victimisation and vilification
- possess or use weapons
- steal
- intentionally damage property.

***Students must not engage in academic misconduct, including:***

- Plagiarism - the use of another person's work without full and clear referencing and acknowledgement
- Cheating - presenting another person's work as your own
- Collusion - a type of cheating, when two or more students fail to abide by directions from the examiner about the permitted level of collaboration on an assessment
- AI - the use of AI is not permitted.

All the assessment work you submit must be your own.

## ***Attendance***

FIT considers as misconduct a student's failure to punctually attend, without good reason, more than 10% of their classes. A student needs to understand that a training program is a significant commitment that may challenge their resolve and endurance.

If a student is unable to attend 90% of their classes (for example, if they are, or plan to be, absent for an extended period due to ill health, work or personal reasons), they must discuss their situation with the Chief Executive Officer.

A student must tell their Trainer:

- if they change their name or address
- if they want to change their course
- if they decide not to continue their course.

## ***Discipline***

A student who engages in misconduct will be disciplined. If student misconduct has potentially serious consequences, the CEO may decide to immediately expel a student or take other action to mitigate the risk from their behaviour. It may also be required, or choose, to report the misconduct to relevant authorities.

At the CEO'S discretion, FIT will deal with student misconduct in line with FIT's **Student discipline** procedure. This procedure includes:

- investigation of the misconduct
- a meeting with the student, the employer's representative if the employer wishes, and a third-party if the student wishes
- discussion of the incident, respecting the student's input, before the CEO decides on a course of action.

If an employer sponsors the attendance of a student subject to the misconduct procedure, FIT will report this to the employer.

At their discretion, the CEO may decide to respond to the misconduct through actions including but not limited to:

- counselling of the student
- agreement on an action plan and timeframe to stop further misconduct
- a formal warning
- ineligibility for assessment (example, in the case of class attendance falling below 90%)
- prohibition from attending class
- immediate expulsion.

As a person is legally accountable for their own behaviour, they can be held personally liable for any workplace or work-related acts of discrimination, sexual harassment, victimisation and vilification they engage in. They may be subject to criminal proceedings brought by a victim or victims, as well as disciplinary action by FiT.

### ***If you engage in misconduct ...***

If the misconduct has potentially serious consequences, FiT may decide to immediately expel you or take other action to mitigate the risk from your misconduct.

FiT will investigate an incident of student misconduct and:

- arrange a disciplinary meeting with the student, including the employer's representative if the employer wishes, as soon as possible after the incident (the student may have a third-party present during the meeting with)
- get the student's views about the incident(s), including any extenuating circumstances, the consequences and effects of their action, and their future behaviour
- explain the disciplinary action FiT may take if the student does not change their behaviour.

The student may be required to agree on a plan of action and timeframe to change their behaviour to address their misconduct.

## Training and assessment strategies

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FiT delivers training and assessment in line with the training and assessment strategy for the course. Strategies are developed in consultation with industry and based on the requirements of the relevant Training Package.

### ***National Training Packages***

FiT develops training programs using units of competency from National Training Packages. A Training Package is developed by an industry advisory body that brings together employees, employers, unions and registered training organisations (such as FiT) to specify the competencies (including knowledge and skills) that people need for work in that industry. They include:

- units of competency
- which units of competency make up a particular qualification
- how a registered training organisation will conduct assessments
- resources (such as learning strategies, assessment resources and professional development materials).

Almost all jobs in all Australian industries covered by the vocational education and training system now have Training Packages, and registered training organisations base training and assessment on them. This means that training and assessment meet students', and their employers', needs.

### ***Industry consultation***

To develop its training and assessment strategies and related documents (including student's assessment guides and Assessor's assessment guide), FiT uses a steering committee comprising industry and enterprise representatives, and employers of current and prospective students, to ensure that programs are of maximum benefit to students and their current and prospective employers.

### ***Delivery methods***

The steering committee identifies the most appropriate delivery methods, including:

- in the classroom
- in the workplace
- online
- distance.

It also provides advice about the learning resources required for delivery.

## ***Assessment types***

FIT conducts three types of assessment:

- **diagnostic assessment** activities happen before training starts, to find out what a student knows and can do, so the Trainer can tailor the training to the student's individual needs. The results of the activities do not count toward the student's final results
- **formative assessment** activities happen during the training program, to identify how well students are learning, and to modify their training if necessary. The results of the activities may not count toward the student's final results
- **summative assessment** activities happen during and at the end of the training program, to assess the student's competence against units of competency. There will usually be several summative assessment activities for each unit of competency. The Assessor's judgement that the student is competent or not yet competent count toward their final results.

## ***Assessment tools***

**Assessment tools** include:

- the instrument(s) for gathering evidence (that is, the questions and activities the student must answer or do)
- the procedure(s) for gathering and interpreting evidence (that is, the information and instructions the Assessor gives to the student about how to use the assessment instrument(s)).

**Assessment tools must:**

- assess all components of relevant units of competence including elements, performance criteria, range of variables, critical aspects of evidence, required knowledge and skills and employability skills
- focus on the application of knowledge, skills and required workplace attitudes, to the standard of performance required by the particular unit of competence: they must address the application of:
  - task skills
  - task management skills
  - contingency management skills
  - job role environment skills
  - the key competencies.
- integrate knowledge and skills with their practical application across a range of learning outcomes and/or units of competence, where relevant
- include on-the-job and off-the-job components, where required (if the assessment includes workplace simulation, it must be directly relevant to the workplace).

FiT uses a range of **Assessment methods** to suit a variety of student needs, including:

- direct demonstration / observation: the student performs one or more tasks, either in the workplace or in a simulated work environment, which the Assessor observes
- indirect demonstration: the student is videoed or photographed performing one or more tasks, either in the workplace or in a simulated work environment, because the Assessor cannot observe the student directly
- written or verbal question and answer test: the student answers questions about a real or hypothetical situation to show they understand the situation and can apply relevant knowledge and skills to it
- portfolio of evidence: the student presents evidence of things they have produced at work, including:
  - schedules
  - budgets
  - reports
  - procedures
  - work samples
  - products that they made or repaired
  - logbooks
  - photographs and videos showing them performing a work task.
- simulation (the student responds to a situation it is uncommon to find in practice, such as an emergency), including:
  - scenario problem solving
  - role play.
- third-party report - the student presents documented and verified reports from a third-party (for example, a supervisor, colleague, subject expert, Trainer or other person) who can attest to the student's knowledge, skills and experience, including:
  - letters from clients
  - references
  - performance evaluations
  - prizes and awards
  - project (the student analyses or interprets a requirement, researches it and prepares a report about it).

## ***Review***

FiT evaluates each course (including its resources and student performance) to ensure it provides high-quality services that meet the needs of students, employers and industry. It incorporates identified improvements into future courses and resources.

Where possible, FiT seeks industry and employer input to its monitoring and evaluation activities.

## ***Transition of Training Packages***

Where there are revisions to the qualifications and/or units in a Training Package within FiT's scope of registration, FiT will promptly move to delivery of the revised qualifications and/or units, to minimise delivery of two versions of the same Training Package, and to give students access to the most up-to-date Training Package. FiT will deliver the revised qualifications and/or units within 12 months of their publication.

Where a qualification is revised, students can:

- complete that qualification, or
- transfer to the revised qualification, with credit for units already achieved: that is, FiT will give a student part-way through a course credit for units already achieved that are equivalent to the new units.

## ***If your Training Package changes ...***

- If the qualification(s) and/or unit(s) in a Training Package change, FiT will determine if you have an agreement (such as an Apprenticeship Training Agreement contract) that requires you to complete the superseded qualification and/or unit(s)
- If you are eligible to move to the new qualification(s) and/or unit(s), and you will not be disadvantaged by doing so, FiT will discuss and amend your training plan with you and your employer (if appropriate), taking account of any credit transfers available from equivalent units already completed under the superseded qualification(s)/unit(s)
- If you are not eligible, we will continue to teach you the superseded qualification(s)/unit(s), in line with national requirements.

## Credit

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FiT gives students credit for formal, informal and non-formal learning that is relevant to their proposed course of study that they gained through previous formal or informal training, work experience and life experience. The student can use the credit to meet (or partly meet) entry requirements, or to reduce the amount of learning required for a qualification. Credit may be through:

- credit transfer
- recognition of prior learning (RPL)
- articulated pathways (based on an agreement between FiT and another RTO or RTOs).

FiT provides students with advice, information and support about applying for credit, before they enrol, and about preparing their application for credit.

FiT's decisions about credit will:

- be evidence-based, academically defensible, consistent, fair and transparent
- be made promptly, so a student's access to their program is not unnecessarily delayed
- allow for credit to be used toward prerequisites or other requirements for entry into a program, or for the partial fulfillment of the requirements of the program
- be documented with written feedback available to the student, including any reasons for not giving credit.

Credit arrangements will not unfairly advantage or disadvantage either a student entering a course with credit, or a student who enters directly.

If a student applies for credit based solely on a qualification, the content of that qualification must be current. An Assessor may reject an application if the body of knowledge and/or practice in the qualification has changed significantly, and the student is not up-to-date with current practices. FiT may further assess a student to determine the currency of their skills and knowledge.

FiT may grant credit, but it does not guarantee a place in a course in which the credit would be available.

A student has the right to appeal a credit decision.

### ***Credit transfer***

Credit transfer is when FiT allows a student to count units of competency they have previously achieved in another program (including with another provider) toward a qualification. It can reduce the number of subjects the student has to do for their qualification. FiT does not assess a student for the units for which they apply for credit transfer.

FiT will grant credit when the unit:

- is from an Australian Qualifications Framework qualification or statement of attainment
- is the same (that is, it has the same code and title)

- has been reviewed, resulting in minor changes to the unit code (for example A to B); this indicates that the outcomes of the unit have remained substantially the same (that is, at least 80% commonality with the original unit)
- has been transferred from another Training Package / curriculum and recoded: however, the learning outcomes remain the same.

### ***Articulated pathways***

FiT ensures that pathways into and between qualifications are available to all students for all relevant qualifications. It recognises that students should have clear pathways into and out of the qualifications it offers. Pathways may be between AQF qualifications at the same level, or between qualifications at different levels.

Pathways are particularly important for FiT students who are:

- dual-trade students (from another stream of plumbing or engineering, wanting to train as sprinkler fitters)
- university-qualified hydraulics engineers (wanting to undertake the Diploma of Fire Systems).

As at the last review of this policy, FiT did not have agreements with other RTOs for articulated pathways.

### ***If you want to apply for credit transfer ...***

- At the orientation, we will, using the information you provided on your enrolment form, discuss with you any credit transfer you might be eligible for. We will also discuss 'articulated pathways credit': if you hold a relevant qualification and then want to do a further qualification, FiT will credit them relevant units, subject to its credit policies
- We will give you a copy of the course training plan, and ask you to review each unit using [www.training.gov.au](http://www.training.gov.au), so you are familiar with the coverage and requirements of each unit of competency
- For the unit(s) for which you apply for credit transfer:
  - if your application is successful, you will be exempt from assessment
  - if your application is not successful, you must do the training and assessment for the unit(s).
- Download a *Application for credit transfer*. We will advise you how to complete it, and you must send the completed form, with original(s) of a relevant qualification/ statement of attainment, or a copy verified by the issuing institution(s), to the office
- If required, we will interview you about your application
- We will advise you, in writing, of the credit transfer decision
- You can appeal the decision within seven days, in line with FiT's **Complaints and appeals policy**.

## ***Recognition of Prior Learning***

Recognition of Prior Learning (RPL) is assessment, without any further training, of what a student has already learned in other courses, from life experience, from work experience and from any training at work. This 'prior learning' must be relevant to one or more of the units of competency they are enrolling in: they cannot apply for RPL for part of a unit of competency.

A student who is assessed through RPL as competent in a unit does not have to do that unit in the course. RPL applicants must provide sufficient evidence of their competence to sustain a successful RPL. The evidence required is established through the RPL process.

FIT structures the RPL process to minimise time and cost to applicants. It advises applicants how to gather sufficient evidence to support their claim for credit.

FIT publishes the costs of RPL, on a unit-by-unit and/or qualification-by-qualification basis, on its website.

If a student's application for RPL is successful, FIT will not necessarily give them a fee refund or credit.

### ***If you want to apply for recognition of prior learning ...***

- At the orientation, we will, using the information you provided on your enrolment form, discuss with you any RPL you might be eligible for
- We will give you a copy of relevant parts of the course guide to RPL, and ask you to review each unit using [www.training.gov.au](http://www.training.gov.au), so you are familiar with the coverage and requirements of each unit of competency
- For the unit(s) for which you apply for RPL:
  - if your application is successful, you will be exempt from assessment
  - if your application is not successful, you must do the training and assessment for the unit(s).
- We will tell you how much the RPL will cost, and answer any questions you have
- We will give you a copy of the candidate information and application forms. You must read them carefully, and complete the:
  - self-assessment questionnaire
  - RPL application form
  - applicant's declaration.
- It is important to fill in the self-assessment questionnaire honestly: it will help you, and us, determine evident areas of skills and knowledge
- Give the completed application forms to the Registration Officer
- An Assessor will:
  - review your application and evidence
  - arrange a date, time and location for the RPL interview.

- At the interview, the Assessor will:
  - discuss the possible extent of RPL you may be eligible for
  - discuss and clarify your skills, knowledge and experience
  - if necessary, help you identify other sources of evidence to support your application
  - ask you RPL questions, either in writing or verbally
  - have you complete the selected practical demonstration tasks
  - if necessary, help you develop a plan to finalise your RPL application, which may require you to provide further evidence, demonstrate your skills and knowledge, arrange to observe your skills in their workplace (or in a simulated work environment at FiT) and/or do some 'gap' training.
- We will advise you, in writing, of the RPL decision
- You can appeal the decision within seven days, in line with FiT's **Complaints and appeals policy**.

# Training and assessment delivery

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FiT's Trainers/Assessors maintain a high level of professional conduct, and conduct assessments that are valid, reliable, fair and flexible for students. FiT makes reasonable adjustments to its training and assessment practices so it does not disadvantage particular students (such as a student with a disability, or with lower language, literacy or numeracy skills).

## *Auspicing arrangements*

FiT may auspice, through a memorandum of understanding, another registered training organisation to deliver training and assessment services on its behalf.

FiT requires an auspiced RTO to provide it with:

- its commercial details
- details of Trainer/Assessor qualifications and professional development arrangements
- its training and assessment strategy for the relevant units or qualification.

## *Assessments*

Assessment is the process of ensuring a student has the range of skills and knowledge required by a unit of competency and can apply them in the workplace.

FiT conducts assessments that are:

- **valid:** assessments actually assess what they claim to assess, because Assessors collect evidence in a variety of contexts and on a number of occasions, and assessment tools assess everything they claim to, and nothing else
- **reliable:** assessments produce consistent results, every time, because the interpretation of the evidence is consistent
- **fair:** assessment tools do not disadvantage any students, and there is a confidential appeal process
- **flexible:** assessments use a range of approaches, to meet the needs of different students.

The evidence the Assessor users to assess a student must be:

- **valid:** the evidence must demonstrate competence that relates to the specific unit(s) of competency from the qualification
- **sufficient:** the student must provide sufficient evidence to cover all aspects of competency and show consistent, repeatable performance to the required standard
- **current:** the evidence must be recent, to demonstrate that the student's competence is current
- **authentic:** the evidence must belong to the candidate: where the Assessor cannot directly observe the student, they must provide supplementary evidence that the evidence is true theirs (such as a letter from their employer).

FiT provides a student with an assessment guide for each year of their course which includes information about the assessment process and the diagnostic, formative and summative assessment activities they must do. The guide also records the student's work and their Assessor's comments and assessment decisions.

A student must complete—by the deadline set by their Assessor—all assessment activities for their course, unless they are given credit through credit transfer, recognition of prior learning or articulated pathways processes.

For diagnostic and formative assessment activities, the Assessor will provide the student with constructive and timely feedback their performance, and guidance about the knowledge and skills they should focus on.

For summative assessment activities, the Assessor will assess a student as:

- **Competent** (for students who have achieved all of the learning outcomes specified for that unit to the specified standard)
- **Not Yet Competent** (for students who are required to re-enrol in a unit in their endeavour to achieve competence).

If the Assessor assesses the student as not yet competent, the student must do more training, or provide more evidence to demonstrate their competence. The Assessor will reassess the student after further training, or after they provide further evidence.

If the student is an apprentice, FiT complies with the legislation on *Competency Based Completions*.

### ***Assessment intervention***

The Assessor must follow FiT's policies with regard to the degree of intervention permitted during assessments.

The Assessor can interact with a student undertaking a direct demonstration / observation assessment by:

- explaining the assessment requirements
- demonstrating the required skill on a separate piece of material
- holding a piece of work for the student
- offering verbal advice about a particular process
- indicating an incorrect process
- stopping the assessment if the student does not comply with OHS requirements.

The Assessor must not:

- do any part of the assessment on behalf of the student
- demonstrate the required skill on materials being used by the student for the assessment
- coach or mentor the student through the assessment.

The Assessor can interact with the student undertaking a written or verbal question and answer test by:

- explaining questions verbally
- accepting a verbal answer
- indicating which resources (such as reference books) they are to use.

The Assessor must not:

- answer a question for the student
- point out specific, relevant information the student is looking for in a resource
- coach or mentor the student through the assessment.

The Assessor can stop an assessment in the event of a breach of OHS requirements, or if they consider there is a significant risk of an OHS consequence.

## ***'Reasonable Adjustment'***

### ***What is Reasonable Adjustment?***

Reasonable adjustment refers to any modifications and accommodations made to support students with disabilities, specific learning needs, or other barriers. These adjustments aim to remove barriers and create an inclusive learning environment, enabling students to fully participate in training and assessment as a learner without a disability or specific learning needs.

It is important to note that reasonable adjustments to the way in which performance evidence is gathered (ie. in terms of the type of evidence to be collected from the candidate) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

### ***How Can You Access Reasonable Adjustment?***

If you believe you require reasonable adjustment to support your learning needs, we encourage you to inform us as early as possible. You can do this during the pre-enrolment or enrolment process, or at any stage of your course, by advising our support staff, or by contacting your trainer or assessor directly. Open communication is essential in determining the most appropriate adjustments to meet your specific requirements.

## ***Reassessment***

If an Assessor decides that a student is 'Not Yet Competent', the student can do the assessment again, with a different assessment task, either in the next training block or as decided by the Assessor.

If the Assessor again decides that the student is 'Not Yet Competent', they can do the assessment a third time, with a different assessment task, either in the next training block or as decided by the Assessor.

If the Assessor decides on the third assessment that the student is 'Not Yet Competent', the student must be retrained.

### ***During your training and assessment ...***

- Read the **Student misconduct policy** carefully, including about what misconduct is, and the attendance requirements. FiT will report absences, late arrivals and early departures to your employer, if you have one
- Listen carefully to all OH&S requirements the Trainer/Assessor explains and follow all OH&S instructions.
- If you feel you need education and/or welfare support, tell your Trainer/Assessor, or contact the Student Support and Welfare Officer directly.

### ***About your assessment***

- Your Assessor will give you the student's assessment guide for the year, at the start of the first class
- Your Assessor will explain:
  - FiT's policy about the level of Assessor intervention permitted
  - the order in which you must complete each assessment activity
  - the conditions of assessment
  - the competency, the learning outcomes, the activities (including the percentage weighting if appropriate) and the due date for each activity
  - the paperwork requirements to document the outcomes of activities.
- If you are an apprentice enrolled in Certificate III in Fire Protection, you will be required to pass a Victorian Building Authority exam at the end of the third year of the apprenticeship, and you will not be able to sit the exam unless you are assessed as competent in all units of the Certificate III in Fire Protection
- The Assessor will tell you how they will conduct the assessment
- If you have special needs, the Assessor will make reasonable adjustments for you
- After the assessment, the Assessor will tell you the assessment outcomes, promptly and in a constructive way, and give you guidance about their future options
- If the Assessor assesses you as 'Not Yet Competent', they will:
  - tell you what improvement is needed to achieve competence
  - tell you where practical demonstrations did not provide sufficient evidence of competence, and need to be repeated
  - if appropriate, invite you to submit further evidence or repeat practical demonstrations to meet the standard of competence
  - negotiate a new date, time and location for another assessment.
- You can appeal the assessment decision within seven days, in line with FiT's **Complaints and appeals policy**
- At the end of the course, the Trainer/Assessor will ask you to complete a student course evaluation form
- If you are an apprentice, we will organise for your employer to sign off on your competency.

# Qualifications/Statements of Attainment

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Under the Australian Qualifications Framework—a national framework for consistency and quality in qualifications—FiT issues:

- a qualification (comprising a testamur and a record of results, to a student who successfully completes their program)
- a statement of attainment (to a student who partially completes their program).

FiT issues qualifications and statements of attainment in line with the **AQF Qualifications Issuance Policy**.

FiT will issue a student who successfully completes all the units of competency required for an AQF qualification or accredited course with a qualification that comprises:

- a testamur
- a record of results.

FiT will issue a statement of attainment to a student who successfully completes:

- one or more units from a Training Package or an accredited short course
- a skill set (identified in a Training Package) which meets a license or regulatory requirement, or which meets a defined industry need.

The AQF qualifications and statements of attainment FiT issues include:

- FiT's name, national RTO code, logo and corporate seal
- the Nationally Recognised Training logo
- if it is a qualification:
  - the code and title of the qualification
  - the industry descriptor and occupational or functional stream, as applicable
  - an AQF logo or the words 'The qualification is recognised within the Australian Qualifications Framework'.
- if it is a statement of attainment:
  - the words 'A statement of attainment is issued when an individual has completed one or more accredited units'
  - a list of units of competency, showing their full title and national code.
- the date of issue
- the Chief Executive Officer's signature
- the language of delivery and assessment, if it is other than English.

FiT's CEO has sole responsibility for authorising the issuance of qualifications and statements of attainment to students.

FiT's VETtrak awards register allows it to control, record and report on the qualifications and statements of attainment it issues, to reissue them if necessary, and to transfer them in the event that FiT closes.

FiT provides reports of records of qualifications and statements of attainment it has issued to its VET regulator, on a regular basis as determined by the regulator.

FiT archives and stores safely records relating to the issuance of qualifications and statements of attainment for 30 years.

FiT meets the requirements for implementing a national student identifier.

FiT will reissue a qualification or statement of attainment, on request, for a fee of \$40.

***If you want us to reissue your qualification / statement of attainment ...***

- Make your request to reissue your qualification / statement of attainment in writing
- There is a \$40 reissuance fee, and FiT will reissue your qualification / statement of attainment within 30 days.

## Complaints & appeals

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FiT deals with all complaints and appeals promptly and constructively, respecting the right of students to complain or appeal if they consider they have been unjustly treated.

Staff must maintain the confidentiality of all complaints and appeals. Ensuring they only disclose details of any complaint/appeal to those who need to be involved in resolving it.

Through its continuous improvement procedure, FiT will examine the details and outcomes of all complaints and appeals, to improve its services.

All FiT policies and procedures do not remove any rights that complainants and appellants have under consumer protection legislation. A student also has recourse to the Australian Skills Quality Authority's complaints process.

### **Complaints**

FiT considers all complaints, promptly. It investigates the complaint (respecting the complainant's privacy and wishes) and tries to mediate with the person(s) involved. If the complaint remains unresolved, FiT engages an independent mediator.

FiT will take appropriate action, including disciplinary action, if a complaint is substantiated.

A complainant can appeal FiT's decision about their complaint. FiT will refer such appeals to an independent person, RTO or panel, with proven mediation and negotiation skills and/or industry expertise.

### **Appeals**

A student can appeal an assessment decision within seven days of the student being advised of the decision.

If the Training Manager decides to, after reviewing the assessment evidence, FiT will arrange for a reassessment by a second, qualified Assessor and will notify the student in writing of the reassessment decision. If the student is not satisfied with the reassessment decision, they can lodge a complaint under the **Complaints and appeals policy**. Reference of the complaint to other authorities (such as the police).

### **How to make a complaint**

- Download a *Complaint notice*
- Complete the form and return it to the office, as soon as possible
- If you do not want to complete the form because the complaint involves personal / sensitive issues (such as discrimination, sexual harassment, victimisation or vilification), you can make a verbal complaint or appeal. To do this, contact FiT to arrange to make the complaint verbally
- FiT staff must handle your complaint confidentially, and supportively

- We will handle your complaint in the first instance by:
  - interviewing you (you can bring another person to the interview, if you wish) to offer our support and find out the details of the complaint
  - finding out if you have a preference for how the complaint might be resolved
  - offering you counselling and support services if you want them, while the complaint is being investigated.
- We will investigate the matter which prompted the complaint and/or consult with other persons involved in the complaint, within five working days
- We will work with you (and/or mediate between you and other persons) to resolve the complaint if possible within 15 working days
- If the complaint remains unresolved after 20 working days, we will:
  - discuss with you and/or their representative the use of an independent mediator
  - engage the independent mediator to try to resolve the complaint.
- If you are not satisfied with the outcomes of mediation, you can contact the National Training Complaints Hotline on 1800 000 674, or see <http://www.asqa.gov.au/complaints/making-a-complaint.html>.

### ***How to appeal an assessment decision***

- If you want to appeal an assessment decision, tell your Trainer/Assessor within seven days of being told the decision
- Download a *Request for reassessment*
- Complete the form and return it to the office, as soon as possible
- FiT may arrange for a reassessment by another Assessor. If the assessment included practical demonstrations, the second Assessor will arrange for you to do the practical demonstrations again
- We will advise you, in writing, of the reassessment decision
- If you are not satisfied with the reassessment decision, you can appeal it within seven days, in line with FiT's **Complaints and appeals policy**.

# Risk management

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FiT identifies and complies with all Commonwealth, State/Territory legislation and regulatory requirements relevant to its scope of operation.

## ***Legislative and other compliance***

Given the extent of legislation, regulation and guidance applying to the vocational education and training sector, FiT defines its risks in terms of non-compliance with applicable legislation and regulation. That is, FiT considers there is legislation and regulation applicable to all risks that arise through its operations.

FiT must comply with the VET Quality Framework requirements under the *National Vocational Education and Training Regulator Act 2011*, which include:

- Standards for National VET Regulator (NVR) Registered Training Organisations 2012
- Fit and Proper Person Requirements 2011
- Financial Viability Risk Assessment Requirements 2011
- Data Provision Requirements 2012
- Australian Qualifications Framework (Second Edition January 2013).

FiT must comply with the requirements of funding agreements with:

- Higher Education Skills Group (Victoria)
- Skills Tasmania
- Northern Territory Department of Business.

FiT must comply with the National Skills Standards Council's:

- application of **AQF Qualifications Issuance Policy** guidelines
- determination about supervised Trainers/Assessors.

FiT complies with all applicable Commonwealth and State legislation and regulatory requirements, including but not limited to the following:

- **Work Health and Safety / Occupational Health and Safety**
  - Occupational Health and Safety Act 2004 (Vic) – applies to Victorian operations
  - Occupational Health and Safety Regulations 2017 (Vic) – applies to Victorian operations
  - Work Health and Safety Act 2011 (NSW) – applies to New South Wales operations
  - Work Health and Safety Regulation 2017 (NSW) – applies to New South Wales operations
  - Work Health and Safety Act 2011 (Qld) – applies to Queensland operations
  - Work Health and Safety Regulation 2011 (Qld) – applies to Queensland operations
- **Privacy and Data Protection**
  - Privacy Act 1988 (Cth)
  - Information Privacy Act 2000 (Vic)

- **Child Safety and Working with Children**
  - Working with Children Act 2005 (Vic)
  - Working with Children (Risk Management and Screening) Act 2000 (Qld)
  - Child Protection (Working with Children) Act 2012 (NSW)
- **Equal Opportunity and Anti-Discrimination**
  - Equal Opportunity Act 2010 (Vic)
  - Anti-Discrimination Act 1977 (NSW)
  - Anti-Discrimination Act 1991 (Qld)
- **Consumer Protection**
  - Australian Consumer Law (Schedule 2 of the Competition and Consumer Act 2010 (Cth))
- **Taxation and Corporate Governance**
  - Relevant Taxation Laws and Regulations (Cth)
  - Corporations Act 2001 (Cth)
  - Associations Incorporation Reform Act 2012 (Vic)

If the student is an apprentice, FiT complies with the legislation on *Competency Based Completions*.

### ***Risk management framework***

FiT manages its financial viability risks by complying with the *Financial Viability Risk Assessment Requirements 2011*.

To manage its other risks, FiT draws on the Risk Assessment Framework made under the *National Vocational Education and Training Regulator Act 2011* which is a suggested risk assessment process for the National VET Regulator. Specifically, it draws on the framework's:

- principles underpinning the risk management process (consistency, effectiveness, proportionality, responsiveness and transparency)
- protocols, including:
  - the use of audits
  - the use of current data for risk management and continuous improvement.
- risk management steps, being risk:
  - identification
  - assessment
  - response
  - ongoing review.

- risk indicators for:
  - performance (history of audit compliance, data from quality indicators and history of complaints)
  - governance (business planning, ownership and management transparency, and skills and experience of directors and senior managers)
  - supplementary risks (scope of the registration, training that leads to a licensed/regulated outcome, partnering and subcontracting arrangements, delivering training to students under 18, and compliance with and value of government training contracts).
- the framework's nomenclature for:
  - potential risk impact (severe, major, moderate or minor)
  - likelihood (almost certain, likely, possible, unlikely or rare)
  - overall risk rating (based on impact and likelihood, and being extreme, high, medium or low)
  - responses to risk ratings (immediate action for extreme; monitoring and mitigation strategies for high and medium, proportional to the risk; and no response for low).

FiT aims to be categorised within the National VET Regulator's Risk Assessment Framework as 'very unlikely' to deliver quality training and assessment services and outcomes, with:

- history of *minor non-compliance* with the VET Quality Framework, or
- quality indicators data reflects *high standard of performance* and
- no history of verified complaints.

## ***Risk management actions***

### ***Procedures and use of current data***

As explained in **Continuous improvement**, FiT's continuous improvement cycle is based on:

- preparing policies, and the procedures to implement them
- disseminating information about, and providing training in, the policies and procedures
- clear indications in procedures about how data and feedback collected while implementing them contributes to continuous improvement
- analysing and reviewing feedback, and reporting on performance
- implementing the findings of analysis and review.

FiT's procedures, where appropriate, includes steps to:

- ensure adequate information dissemination and training
- use forms to collect data
- give the completed form to the Compliance Officer if the procedure has risk management or continuous improvement implications.

### ***Audits***

FiT conducts:

- quarterly hazard audits, under the *Occupational Health and Safety* policy and procedures
- two internal *Compliance Audits* each year, at the beginning of June and December.

FiT is **subject to audit by ASQA**, at times determined by ASQA. FiT must complete an internal audit using the tool provided by Higher Education and Skills Group (Victoria) within the first six months of delivery each year, or by December 31.

### ***Insurance***

FiT ensures that it provides and maintains insurance cover necessary to carry out all aspects of its operations including:

- workers compensation
- public liability
- professional indemnity
- building and contents
- any other specific insurance required by legislation and/or licensing bodies.

## Continuous improvement

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FiT aims to continuously improve the quality of its training, assessment and related services to students, and its business operations, by:

- having robust plans and governance processes
- preparing policies, and the procedures to implement them (including forms and documents that derive from the procedures)
- disseminating information about, and providing training in, policies and procedures
- using data from forms and other mechanisms to collect data and feedback about the implementation of policy and procedures
- analysing and reviewing feedback, and reporting on performance, including through:
  - annual internal audits of FiT's compliance with NVR standards
  - audits by the Australian Skills Quality Authority
  - reporting on quality achievements (the annual summary report to the registering body against the three quality indicators).
- implementing the findings of analysis and review.

### ***Help us improve our services***

- FiT welcomes your suggestions about how we can improve our services
- You can explain your suggestions to a staff member (such as your Trainer/Assessor) or drop a note in the suggestion box in the lunchroom. However, the best way to give us your suggestion is to write it on a *Continuous Improvement Request*
- You don't have to identify yourself when you provide your suggestion. If you do, we can contact you for further information and to tell you what action will happen as a result of your suggestion.

## Governance

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FiT is an Australian proprietary company, regulated by the Australian Securities and Investment Commission. It is wholly owned and operated by the National Fire Industry Association Inc, an incorporated association. The association is fully accountable under the *Associations Incorporation Reform Act 2012*.

FiT has an industry-based governance structure administered by a board with an independent Chair and comprising representatives of:

- National Fire Industry Association (employer association)
- Plumbing & Pipe Trades Employees Union (employee association).

### ***Skills and experience of senior officers and directors***

The Chair of FiT is appointed by the board, annually. FiT has had one Chair since its inception, Carmel Coate. Ms Coate is a past director of Construction and Property Services Industry Skills Council Ltd and has extensive experience in the vocational education and training sector. Ms Coate and two directors are also directors of Plumbing Industry Climate Action Centre, an RTO.

Both the association and the union have long-established and specialist personnel and infrastructure to identify and provide for the education and training needs of the industry. It is a requirement of board membership that their representatives have long-standing experience in education and training.

FiT accesses independent expertise about vocational education and training by:

- drawing on the experience of the board and Chair, and, through them, the resources of their organisations
- sharing facilities with the Master Plumbers and Mechanical Services Association of Australia, Plumbing Industry Climate Action Centre, CEPUTEC Training & Education Centre, Service Trades College Australia and the Air Conditioning & Mechanical Contractors' Association
- engaging qualified and experienced Trainers/Assessors
- joining with other RTOs in assessment validation/moderation activities
- engaging subject matter experts to develop and review delivery resources and assessment tools.

FiT operates wholly within its jurisdiction of registration.

All Board Directors are required to undertake a fit and proper person test.

## Assessment validation/moderation

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Through its **assessment validation and moderation policy and procedures**, FiT ensures the assessments it conducts are consistent, valid, reliable and fair, and that Assessors make decisions based of sufficient and appropriate evidence.

### **Validation**

#### **Initial validation**

FiT conducts assessment validation before the first delivery of a program, by mapping all assessment tasks to the requirements of the units of competency in the program. FiT engages an external party (either a VET consultant or a Trainer/Assessor from another plumbing industry RTO) to review this mapping. The FiT reviews this work in consultation with industry before authorising the program.

#### **Annual validation**

FiT conducts assessment validation meetings at least annually. All FiT Trainers and Assessors must attend assessment validation meetings, to ensure they use appropriate assessment activities and make accurate assessment decisions. Other FiT staff, staff from other RTOs, industry representatives and employers of students also attend the meetings.

The meetings review, compare and evaluate assessment tools and evidence so training and assessment outcomes are consistent within FiT, and with other RTOs that issue the same qualification. FiT documents the outcomes of assessment validation meetings, including action taken to improve the quality and consistency of assessment.

The Australian Quality Framework (AQF) emphasises assessment validation, to ensure the quality and consistency of assessment and as a basis for continuous improvement.

### **Moderation**

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same unit(s) of competency.

FiT implements moderation in assessment through:

- liaising with other RTOs to ensure that it is interpreting the requirements of units of competency, and assessing students, comparably with other RTOs
- comparing the results of classes in a particular course to classes doing the course in previous years, to identify significant changes in the percentages assessed as competent, and seeking to identify the reasons why
- closely examining any student appeals of assessment decisions, including:
  - whether Assessors are consistently interpreting requirements
  - whether particular assessment tools are more difficult than others, leading to noncompatible assessment decisions.
- involving other RTOs in reassessments, to compare requirements across RTOs.

# Records, document and information management

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## *Maintenance of records and documents*

FiT maintains accurate, up-to-date and comprehensive records and documents relating to all aspects of its operations. It complies with all requirements of external agencies, and with legal and reporting requirements, that apply to record and document management.

FiT uses Ozsoft's student record management system **VETtrak**. VETtrak has the capacity to provide the National VET Regulator with AVETMISS-compliant data.

FiT's agreement with Vettrak ensures that copies of student records:

- cannot be withheld from the provider
- can be provided in electronic and print versions, at no cost to the National VET Regulator in the event that FiT ceases operations.

## *Storage and archiving*

FiT keeps all original documents in a safe and secure place. It backs up all electronic records each week, and stores one set of back-up discs off-site.

FiT keeps all records, except records relating to student results, for seven years. It keeps records relating to student results for 30 years, allowing it to reissue qualifications and statements of attainment if necessary, or for the records to be transferred in the event that FiT closes.

## *Version control*

FiT implements version control procedures to ensure that:

- staff members systematically review materials relating to the scope of registration (including Training Packages, training and assessment strategies and learning/assessment materials) to ensure they remain up-to-date and relevant
- key documents, forms, policies, procedures and kits are authorised, numbered and dated, and FiT records this information in a register, as well as the date of all amendments
- older versions are archived in line with policies and procedures
- all staff members have ready access to current versions of documents they need to perform their duties.

## Course PPE & Stationery list

The following is a list of Personal Protective Equipment and Stationery each student is required to have as a requirement of undertaking training in the following courses:

### CPP20521 Certificate II in Fire Protection Inspection & Testing:

#### Personal Protective Equipment

- Safety Boots
- Protective clothing such as overalls, pants, shirt etc.
- Safety glasses
- Hearing protection.

#### Stationery list

- Pens
- Pencils (HB)
- Eraser
- Highlighters
- Calculator
- Tape measure
- Scale rule
- Protractor
- Circle Guide or Math-o-mat.

### CPC32820 Certificate III in Fire Protection:

#### Personal Protective Equipment

- Safety Boots
- Protective clothing such as overalls, pants, shirt etc.
- Safety glasses
- Hearing protection
- Rigger Safety Gloves.

#### Stationery list

- Pens (quality black & blue)
- Pencils: 2 x 3H, 2 x HB
- Eraser
- Highlighters
- Calculator
- Tape measure
- Protractor
- Circle Guide or Math-o-mat
- 30 x 60 degree Set Square (280mm)
- Scale Rule (300mm) with 1:100 and 1:50 scale.

In **3rd Year** you will need the addition of:

- Arc welding face shield
- Welding gauntlets
- Oxy welding goggles.

### UEE31025 Certificate III in Fire Protection Control:

#### Personal Protective Equipment

- Safety Boots
- Protective clothing - long sleeve shirt and long pants
- Safety glasses
- Hearing protection
- Partial mask
- 1 spare long sock.

#### Stationery list

- Pens (black & red)
- Notebook (to cover 3<sup>rd</sup> Yrs)
- Scientific Calculator (can be on smartphone)
- Tan, Sin and Cosine tables
- Copy of AS1670.1-2018.
- Laptop (IBM type)
- Highlighters.
- 003 key.

### CPC50520 Diploma in Fire Systems Design – Water Stream:

#### Personal Protective Equipment

- Computer
- Internet
- Software app – Computer Added Design

#### Stationery list

- Pencils (HB)
- Pens
- Eraser
- Highlighters
- Calculator
- Scale rule
- Protractor
- Circle Guide or Math-o-mat.

# Student support and welfare resources

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## ***Apprenticeship Support Services***

**Apprenticeship Support Australia:** Champions gender diversity by providing tailored mentorship, networking, and resources to support women in their apprenticeship journeys. Their initiatives break down barriers and cultivate an inclusive environment for women.  
Website: [www.apprenticeshipsupport.com.au](http://www.apprenticeshipsupport.com.au) Phone: 1300 363 831

**Australian Apprenticeships Incentive System:** This extends support to apprentices, fostering their professional growth and success, through a range of incentives such as living allowances, tools and equipment assistance.  
Website: [www.dewr.gov.au/skills-support-individuals/resources/australian-apprenticeships-incentive-system-guidelines](http://www.dewr.gov.au/skills-support-individuals/resources/australian-apprenticeships-incentive-system-guidelines)

**Australian Indigenous Education Foundation:** Australian Indigenous Education Foundation (AIEF): AIEF focuses on improving educational outcomes for Indigenous students in Australia. They provide mentoring programs, and other support services to Indigenous students to help them succeed in their educational journey.  
Website: [aief.com.au](http://aief.com.au)

**BUSY Sisters:** The BUSY Sisters mentoring program is specifically designed to support and mentor women to be successful in progressing through their non-traditional apprenticeship or traineeship.  
Email [info@busysisters.com.au](mailto:info@busysisters.com.au)

**Fair Work Ombudsman:** The Fair Work Ombudsman provides information and advice on workplace matters, and works to ensure compliance with the *Fair Work Act 2009*, helping to prevent and stop bullying, sexual harassment and discrimination in your workplace.  
Phone 13 13 94

**Human rights commission:** Australian human rights commissions investigate complaints of workplace bullying, harassment or discrimination based on a person's race, sex, age, sexual orientation, religion or disability under human rights laws. Services may include conciliation between parties to reach a resolution.  
Phone 1300 369 711

**Safework NSW:** Safework NSW offers a range of support services aimed at ensuring a safe and healthy work environment for all individuals, providing expert guidance on workplace safety and regulations.  
Website: [www.safework.nsw.gov.au](http://www.safework.nsw.gov.au) Phone 131050

**Safework SA:** Dedicated to fostering a secure and conducive work environment. They offer an array of comprehensive support services, including consultations, training programs, and resources, all designed to empower businesses and workers with the knowledge and tools necessary to uphold the highest standards of workplace safety and compliance.  
Website: [safework.sa.gov.au](http://safework.sa.gov.au) Phone 1300 365 255

**WorkSafe QUEENSLAND:** WorkSafe Queensland is Queensland's work health and safety regulator – providing information and tools to help manage risks, protect the health, safety and wellbeing of workers, and ensure work health and safety laws are followed and enforced.  
Phone 1300 362 128

**Worksafe VICTORIA:** Worksafe Victoria is Victoria’s workplace health and safety regulator. Their job is to reduce workplace harm and improve outcomes for insured workers. They strive to prevent workplace injuries, illnesses and fatalities and raise the standard of health and safety in Victorian workplaces.

Website: [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) Phone 1800 136 089

**WorkSafe WESTERN AUSTRALIA:** WorkSafe WA is committed to promoting workplace safety and well-being. They provide an extensive range of support services, encompassing personalised consultations, informative training initiatives, and a wealth of resources. Their focus is on equipping both employers and workers with the expertise and resources needed to maintain optimal levels of workplace safety and adhere to regulatory standards.

Website: [www.commerce.wa.gov.au](http://www.commerce.wa.gov.au) Phone: 1300 307 877

## ***Welfare Support Services***

**1800RESPECT:** 1800RESPECT is the national domestic family and sexual violence counselling service, offering 24-hour counselling, information and referral services.

Phone 1800 737 732 (1800RESPECT)

**Beyond Blue:** Beyond Blue is a mental health organisation offering information, resources, & support for individuals experiencing anxiety, depression, or other mental health concerns.

Website: [beyondblue.org.au](http://beyondblue.org.au)

**Headspace:** Headspace is a national Youth Mental Health Foundation who provide early intervention mental health services to 12-25 year olds.

Website: [Headspace.org.au](http://Headspace.org.au)

**Kids Helpline:** Kids Helpline is Australia’s only free (even from a mobile), confidential 24/7 online and phone counselling service for youth people aged 5 to 25.

Phone 1800 55 1800

**Lifeline Australia:** Lifeline is a 24/7 crisis support and suicide prevention services, providing confidential counselling, information and emotional support to individuals in distress.

Website: [lifeline.org.au](http://lifeline.org.au)

**Maple Youth Services:** specialising in the services and programs aimed at assisting children and young people live with stability and brighter futures. We specialise in the delivery of Out of Home Care, Alternative Care Arrangements and the Casework Support Scheme.

Website: [www.headtohealth.gov.au/support-for-young-people](http://www.headtohealth.gov.au/support-for-young-people)

**Mates in Construction:** Mates, serving the construction industry in Queensland, provides community development programs on sites, and supports workers in need through case management and a 24/7 helpline.

Phone 1300 642 111

**National Disability Insurance Scheme (NDIS):** A national government scheme that provides support and funding for individuals with disabilities. They offer a wide range of services, including support coordination, assistive technology, personal care, therapy, and more.

Website: <https://www.ndis.gov.au/>

**Relationships Australia:** State & Territory organisations offer a broad range of support services to individual, families and communities throughout the country. They offer assistance with relationship issues, family conflicts, and personal well-being.

Website: [relationships.org.au](http://relationships.org.au)

**Sortli ('Sort Out Your Life')**: is the ultimate guide to becoming an adult. It's fun, informative and easy to navigate and can be installed on Apple or Android mobile device.

**South Australian Council of Social Service (SACOSS)**: They advocate for social justice and provide information, resources, and support to community organisations and individuals.  
Website: <https://www.sacoss.org.au/>

**TIACS (This is a conversation starter)**: TIACS is a free and confidential chat, text and callback service, providing early intervention mental health support for Australia's truckies, tradies, blue collar workers and those who care about them.  
Phone or text 0488 846 988

**Uniting Communities**: A nonprofit 56rganization that provides a wide range of community services, including welfare support. They offer emergency relief, financial counselling, housing support, mental health services, disability support and more.  
Website: [unitingcommunities.org](http://unitingcommunities.org)

### ***Disability Support Services***

**Australian Dyslexia Association (ADA)**: ADA offers resources, information, and support for individuals with dyslexia and their families. They provide educational guidance, assistive technology recommendations, and referrals to specialized dyslexia support services.  
Website: [dyslexiaassociation.org.au/](http://dyslexiaassociation.org.au/)

**Autism SA**: A leading autism support organisation in SA. They provide a range of services, including educational support, therapy programs, parent workshops, and training for educators. They support individuals with autism spectrum disorder and their families.  
Website: [autismsa.org.au](http://autismsa.org.au)

**Disability Advocacy and Complaints Service of South Australia (DACSSA)**: An independent advocacy supporting individuals with disabilities. Providing assistance to navigate disability rights, resolving complaints and ensure access to appropriate supports and services.  
Website: [dacssa.org.au](http://dacssa.org.au)

**Disability Advocacy Network Australia (DANA)**: A national network of advocacy organisations that provides information, support, and advocacy services for individuals with disabilities. They help individuals navigate disability rights, access services, and address concerns or issues they may face.  
Website: [dana.org.au](http://dana.org.au)

**Disability SA (Department of Human Services)**: Disability SA provides support and services for individuals with disabilities in South Australia. They offer information and assistance with accessing disability support programs, funding, and community services.  
Website: <https://dhs.sa.gov.au/how-we-help/disability>

**Enable Social Enterprises**: Enable is a disability employment service that focuses on supporting individuals with disabilities to find and maintain employment.  
Website: [enableaustralia.org.au](http://enableaustralia.org.au)

**Learning Difficulties Australia**: A nonprofit 56rganization that supports individuals with specific learning difficulties such as dyslexia and ADHD. They offer resources, information, workshops, and support groups for students, parents, and educators.  
Website: [ldawa.org](http://ldawa.org)

**Novita:** Novita is a disability service provider that supports children, young people, and adults with disabilities. They offer therapy services, equipment provision, family support, and assistance with accessing the National Disability Insurance Scheme (NDIS).

Website: [novita.org.au](http://novita.org.au)

**Scope:** A disability service provider that offers a wide range of support for individuals with disabilities; providing assistance with housing, employment, therapy & care

Website: [scopeaust.org.au](http://scopeaust.org.au)

**SPELD SA (Specific Learning Difficulties Association of South Australia):** SPELD SA offers support for individuals with specific learning difficulties such as dyslexia and other language-based learning disabilities. They provide assessments, tutoring, professional development for educators, and resources for parents and students.

Website: [speldsa.org.au](http://speldsa.org.au)

### ***Language, Literacy and Numeracy Support Services***

**Adult Learning Australia (ALA):** ALA is a national peak body for adult and community education. They offer resources, training programs, and support services for adults seeking to improve their language, literacy, and numeracy skills.

Website: [ala.asn.au](http://ala.asn.au)

**Reading and Writing Hotline:** The Reading and Writing Hotline provides free assistance to adults seeking help with reading, writing, and numeracy skills. They offer confidential phone support and can provide referrals to appropriate literacy programs and resources.

Website: [readingwritinghotline.edu.au](http://readingwritinghotline.edu.au) Phone: 1300 655 506

**AMES Australia:** Specialises in providing English language and literacy support to migrants, refugees, and international students. Offering a range of programs/services to help people improve their language skills and access education and employment opportunities.

Website: [ames.net.au](http://ames.net.au)

**Learn Local:** Offers a range of adult education and training programs. They provide courses and resources to improve language, literacy, and numeracy skills for individuals seeking to enhance their employability and participate more fully in their communities.

Website: [learnlocal.org.au](http://learnlocal.org.au)

**The Learning Centre Literacy Association:** Help adults with development of LLN skills.

Website: [tlcla.org](http://tlcla.org)

**SkillUp South Australia:** SkillUp SA offers a range of adult education programs, including LLN support services. They provide personalized training and support to improve language, literacy, and numeracy skills for individuals seeking to enhance their employment prospects.

Website: [skillupsa.com.au](http://skillupsa.com.au)

### ***Tax/Legal Support Services***

**Tax advice:** The Australian Taxation Office (ATO) has prepared a tailored occupation guide for apprentices including helpful tips and resources to make tax time easier.

**Legal advice and representation:** The Queensland Civil and Administrative Tribunal (QCAT) provides general information regarding obtaining legal advice and representation.

## VICTORIA Local businesses

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**22-28 Phoenix St, Brunswick. Telephone (03) 9356 7377.**

### **Transport**

#### **Train**

Upfield Train to Brunswick Station  
(a short walk past PICAC through  
to our building).

#### **Tram**

Tram route no 19 North Coburg Stop 22  
Sydney Rd & Albert St.

#### **Parking**

Next to our building.

### **Emergency & medical services**

- **Emergency services**  
Dial 000
- **Poisons Information Centre**  
Ph. 13 11 26
- **Royal Melbourne Hospital**  
Grattan St, Parkville  
Ph: 03 8387 2000.  
[www.thermh.org.au](http://www.thermh.org.au)
- **Brunswick Betta Health**  
30 Sydney Rd, Brunswick  
Ph: 03 8388 5200
- **Brunswick Dental Group,**  
266 Sydney Rd, Brunswick  
Ph: 9380 1305
- **Chemist – Brunswick Pharmacy,**  
369 Sydney Rd, Brunswick  
Ph: 03 9380 9118

### **Banks & ATMs**

- **Commonwealth Bank & ATM,**  
369-371 Sydney Rd, Brunswick
- **NAB Bank & ATM,**  
416 Sydney Rd, Brunswick
- **Various ATMs in Barkly Square**  
90-106 Sydney Rd,

### **Convenience store & Cafés**

- **Woolworths,**  
300-304 Albert St Brunswick.
- **Large variety of Café & Restaurants**  
Sydney Rd Brunswick

### **Post office**

- **Brunswick Post Shop,**  
415 Sydney Road Brunswick  
Ph: 9380 1240

### **Libraries**

- **Brunswick Library**  
Sydney Rd & Dawson St, Brunswick  
Ph: 03 9389 8600

### **Welfare agencies**

- **Aboriginal Health Service**  
186 Nicholson St, Fitzroy  
Ph: 9419 3000
- **Brunswick Neighbourhood House**  
18 Garden St, Brunswick  
Ph: 9387 9901
- **Carlton Family Resource Centre**  
Ph: 03 9347 2611
- **Services Australia**  
172-186 Moreland Rd, Brunswick  
Ph: 13 24 68

## QUEENSLAND Local businesses

**6 Quindus St, Beenleigh. Telephone (07) 3255 5698.**

### Transport

#### Train

Holmview Station (15min walk along Production St & then Quindus St).

#### Bus

Logan River Rd, Bus 565 AND Sunrise St.

### Parking

Next to our building.

### Emergency & medical services

- **Emergency services**  
Dial 000
- **Poisons Information Centre**  
Ph. 13 11 26
- **Local doctor & dental – All Care Beenleigh Medical & Dental**  
54 George St, Beenleigh  
Ph: 07 3382 0646  
[www.salisburymedicalcentre.com.au](http://www.salisburymedicalcentre.com.au)
- **Local doctor – Doctors @ Beenleigh**  
Beenleigh Marketplace Shopping Centre 46, 114-118 George St, Beenleigh. Ph: 07 3807 4999  
[www.beenleighdoctors.com.au](http://www.beenleighdoctors.com.au)
- **Logan Hospital**  
Armstrong Rd & Loganlea Rd, Meadowbrook. Ph: 07 3299 8899  
<https://metrosouth.health.qld.gov.au/logan-hospital>
- **Chemist – Chemist Warehouse**  
Shop 7/9 cnr George St & Alamein St, Beenleigh. Ph: 07 3807 1892  
[www.chemistwarehouse.com.au](http://www.chemistwarehouse.com.au)

### Banks & ATMs

- **CBA ATM (at Mobil)**  
23-27 Logan River Rd
- **Westpac Branch**  
Access via 116 City Rd or Alamein St

- **NAB Branch**  
14-16 James St
- **redi ATM**
  - Savages Arcade, 116 City Rd
  - 13 Main St,
- **Suncorp ATM**  
13 Main St

### Convenience store & Cafés

- **Rege's Hot Box/Smoko Foodvan**  
20 Spanns Rd, Beenleigh
- **Chez's Diner**  
1 Hammel St, Beenleigh
- **7-Eleven**  
79 Logan River Rd, Beenleigh

### Post office

- **Australia Post**  
Beenleigh Marketplace  
1/114-118 George St, Beenleigh  
Ph: 13 13 18

### Libraries

- **Beenleigh Library**  
Crete St, Beenleigh  
Ph: 07 2899 7300

### Welfare agencies

- **Centrelink**  
Stockyard Ln, Beenleigh. Ph: 13 24 68
- **Child Safety Service Centre**  
100 George St, Beenleigh.  
Ph: 3094 7000
- **Service Trades Queensland Industry Skills Coordinator, Tony Shaw.** Ph: 0412 984 156  
Email: [tony@stqld.com.au](mailto:tony@stqld.com.au)  
*The Student Support and Welfare Officer can provide mentor assistance ('wise council' and 'sounding board'), referral and industry support.*

## NEW SOUTH WALES Local businesses

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**1000 Old Windsor Rd., Glenwood. Telephone 1300 222 727**

### **Transport**

#### **Train/Metro**

Bella Vista  
(located across the road from our office).

#### **Bus**

Bella Vista Station, North West Twy,  
Stand D (stop ID 2768148)

#### **Parking**

The is limited parking onsite.

### **Emergency & medical services**

- **Emergency services**  
Dial 000
- **Poisons Information Centre**  
Ph. 13 11 26

### **Banks & ATMs**

- **Bank of Queensland**  
Level 24/32 Lexington Dr., Bella Vista
- **ANZ Bank**  
Level 32 Lexington Dr., Bella Vista

### **Convenience store & Café**

- **Woolworths Metro**  
1 Woolworths Way, Bella Vista
- **The Bella Local**  
g03/33 Lexington Dr., Bella Vista
- **Mr C Café**  
h141/24-32 Lexington Dr., Bella Vista
- **Chef's Café**  
24-32 Lexington Dr., Bella Vista
- **The Rusty Flute**  
a6/24-32 Lexington Dr., Bella Vista
- **The Stage Door Espresso Bar**  
14 Lexington Dr., Bella Vista
- **Café Peregrine**  
127/14-16 Lexington Dr., Bella Vista

### **Post office**

- **Australia Post**  
26 Brookhollow Ave., Norwest NSW  
Ph: 13 13 18

### **Libraries**

- **Dennis Johnson Branch Library**  
1 Sentry Dr., Stanhope Gardens  
Ph: 02 9421 2670  
[www.libraries.blacktown.nsw.gov.au](http://www.libraries.blacktown.nsw.gov.au)

### **Welfare agencies**

- **Services Australia**  
8 First Ave, Blacktown  
Ph: 13 24 68