



LEARNER HANDBOOK

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Welcome

On behalf of the PICAC Executive and our team across Australia, I warmly welcome you to the Plumbing Industry Climate Action Centre (PICAC).

By choosing to study with us, you are joining an industry-led organisation committed to developing a skilled, capable, and future-ready workforce for the plumbing and fire protection sectors. Our trainers, assessors, and support staff are dedicated to delivering high-quality training and supporting you throughout every stage of your learning journey.

We encourage you to actively engage in your training, ask questions, seek support when needed, and take full advantage of the opportunities available to you. Your experience is important to us, and we value your feedback as part of our ongoing commitment to continuous improvement.

I wish you every success in your studies and look forward to seeing you achieve your goals with PICAC.

Warm regards,

Chief Executive Officer

Plumbing Industry Climate Action Centre (PICAC)

Introduction

The Plumbing Industry Climate Action Centre (PICAC) is a unique industry-led training organization. PICAC is a partnership supported by the Plumbing and Pipe Trades Employees Union (PPTU), Master Plumbers and Mechanical Services Association of Australia (MPMSAA), Master Plumbers Association of Queensland (MPAQ), National Fire Industry Association of Australia (NFIA) and the Air Conditioning and Mechanical Contractors Association (AMCA).

Since its establishment in 2009, PICAC has been dedicated to delivering high-quality vocational education and training (VET) to meet the evolving needs of the plumbing and fire protection industries. Our programs span the full career pathway, from apprenticeship training to advanced post-trade qualifications – equipping learners with the skills needed to thrive in a rapidly changing industry.

Across our campuses in Victoria, Queensland, and New South Wales, PICAC provides state-of-the-art training facilities that reflect current and emerging industry standards. These facilities offer safe, modern, and practical learning environments designed to drive innovation, support new technologies, and prepare the workforce for the future of the plumbing and fire protection sectors.

PICAC provides shared service support to the group, including facilities, administration, finance, HR, student support, and training services, through four Registered Training Organizations (RTOs):

- Plumbing Industry Climate Action Centre (PICAC) – RTO ID 22556
- CEPUTEC – RTO ID 4612
- Fire Industry Training Pty Ltd – RTO ID 22101
- The Service Trades College Australia – RTO ID 31239

All four RTOs under PICAC use the same policies and procedures. For students, this means:

- Same rules everywhere: No matter which PICAC RTO you study with, the rules and expectations are the same.
- Same quality: You will get the same level of training, assessment, and support across all RTOs.
- Fair treatment: Every student is treated fairly and equally.
- Clear and simple: One set of policies avoids confusion and makes things easier to follow.
- Trusted by industry: Policies meet national training standards, so your qualification is recognised and respected.
- Privacy protected: Your personal information and student records are managed under strict privacy and data protection requirements by the RTO in which you are enrolled, in compliance with relevant legislation.

- Certificates and awards: Qualifications and Statements of Attainment are issued by the RTO where you are enrolled. Students who successfully complete their course requirements will be awarded a nationally recognized qualification from their enrolling RTO.

All references to PICAC in this policy and procedure documentation include these four RTOs. Unless otherwise stated, any mention of PICAC should be understood to apply to all of them equally and you can expect the same high training standards and support.

This learner information handbook is designed to provide you with information about your rights and responsibilities. It contains important information about our policies and processes regarding training and assessment.

PICAC reserves the right to modify/update the Learner Handbook without notice. The most current version of the Learner Handbook is available on all RTO websites. The Website links are provided on the page 06.

Whether you are studying on or off campus, this handbook is a valuable source of information for you. You are required to sign confirmation that your induction has been completed and that you have received the handbook. Your PICAC Administration Officer will clarify any issues arising from your review of this handbook.

PICAC is committed to high standards in the provision of training and assessment services and values feedback from learners, industry, and all stakeholders. We encourage you to actively engage in your learning and ask your trainers questions about the course materials. If you have any questions regarding your enrolment, please ask the administration team.

PICAC's Organisational Values

Seeing it through We relish ownership and are accountable in doing what we say with reliability, resilience, and perseverance.	Commitment to We are driven by the excellence of our work, have pride in the esteem of all that we do and seek to exceed expectations.	Passion for impact We are energized to leave the industry and workforce in a better place every day and care about the positive community and environmental benefits of our work.
Projecting the future We are future focused, energized by new ideas and excited by new opportunities that keep us ahead of the rest.	Together is better. We live collaboration and teamwork and the power of collective benefit from deeply understanding one another and working together.	Authentic and caring We treat one another as we expect to be treated, genuinely care, and seek help, understand, and welcome our colleagues.

Contact Details

Addresses	PICAC Beenleigh (QLD) 4-6 Quindus St Beenleigh, QLD 4207
	PICAC BRUNSWICK (VIC) Unit 6 / 306 Albert Street Brunswick, VIC 3056
	PICAC GEELONG (VIC) Unit 1 / 66 Tanner Street Breakwater, VIC 3219
	PICAC GLENWOOD (NSW) 1000 Old Windsor Road Glenwood, NSW 2768
	PICAC NARRE WARREN (VIC) 7-11 Fullard Rd Narre Warren, VIC 3805

	PICAC	CEPUTEC	FIT	STC
Contact Hours	Mon – Fri (7am – 4pm)			
National Number	1300 222 727	1300 222 727	03 9356 7377	(07) 3255 5698
Email	info@picac.edu.au	enquiries@ceputec.edu.au	admin@fit.edu.au	info@tstca.com.au
Website	www.picac.edu.au	https://www.ceputec.edu.au/	https://www.fireindustrytraining.com.au/	https://www.theservicetradescollege.com.au/
Learner Information	https://www.picac.edu.au/training-at-picac/learner-information	https://www.ceputec.edu.au/vic/learner-resources/	https://www.fireindustrytraining.com.au/courses/	https://www.theservicetradescollege.com.au/learner-information/

1. The VET Framework

Vocational Education and Training (VET) in Australia, is focused on providing direct, practical skills and knowledge for specific job roles and career paths.

The Australian Skills Quality Authority (ASQA) is the national regulator for VET training. The VET Quality Framework is a set of requirements for recognized VET training in Australia. RTOs are required to always comply with the VET Quality Framework, and ASQA regulates their compliance with the Framework.

The Standards for Registered Training Organizations 2025 is the part of the VET Quality Framework that sets out the requirements most directly relevant for the learner experience. This includes setting standards for quality training and outcomes for learners.

PICAC gives an undertaking to provide only the highest quality professional services. This means that our trainers conducting our training programs are well qualified and have extensive experience in the field in which they train.

PICAC provides a suitable, safe learning environment, with appropriate facilities and equipment, and conducts effective training programs using proven training methods and the most up to date information based on current research. Confidential feedback is obtained from participants of our training programs to ensure that we are meeting learning needs.

Units of competency

A qualification is designed to provide the skills and knowledge required to perform effectively in a workplace and is made up of components called units of competency. Each unit of competency focus on a task or aspect of the role. These skills are demonstrated by completing assessment.

Units of competency for each qualification, are provided with enrolment information.

PICAC delivers a comprehensive range of education and training across the plumbing and service trades industry, including pre-apprenticeship, apprenticeship, post-trade, licensing, and specialist skill development

Competency-Based Training

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a training program. The aim of CBT is to ensure that vocational education and training programs meet the needs of Australia's industries and enterprises.

Outcomes from CBT reflect workplace duties, working environments and performance

requirements. CBT programs are often comprised of Units of Competency that contain specific learning outcomes, which are based on standards set by the particular industry. Delivery of training may occur in a variety of forms (classroom, work based, online, distance learning) to ensure an overall understanding of all skills and knowledge is available.

Assessment of CBT

PICAC's assessment practices comply with the requirements of the Standards for RTOs 2025 and the relevant nationally endorsed training packages or accredited courses. Assessment is the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as defined in the relevant unit(s) of competency.

The following principles will be applied by PICAC to all Nationally Accredited Qualifications:

- **Validity** – assessments that are appropriate to the matter being assessed, meeting the standards from the training package as well as industry requirements.
- **Reliability** – ensuring that assessments are conducted consistently with different groups or individuals to reflect a common standard.
- **Flexibility** – adjustments are allowed, taking into account the varying situations and circumstances of participants, but maintaining a consistent standard.
- **Fairness** – making allowances to ensure assessment is equitable and overcoming any disadvantage participants might have in relation to disabilities, language and literacy or capacity to apply what they are learning.
- **Sufficiency** – sufficient evidence is collected to enable a sound assessment decision to be made.
- **Currency** – the assessor is confident that the evidence presented in the assessment demonstrates current competency. The assessment evidence must be from the present or very recent past.
- **Authentic** - the assessor is confident that the evidence presented in the assessment is indeed the work of the learner.

Definitions

The following terms are frequently used within RTOs.

Term	Definition
Accredited course	An accredited course leads to a nationally recognised qualification. Accredited courses have been assessed to meet strict quality standards by ASQA.
Assessment	A process to determine a learner's level of acquired skill and knowledge against a set criterion.
ASQA	Australian Skills Quality Authority – national regulator of 2025 NVR Standards for all RTOs.
Certificate /Testamur	The award recognising the successful completion of a full qualification
Commencement	The course start date indicated on the training plan
Competent	The learner has successfully satisfied all unit requirements
Course materials	Training and assessment materials provided by PICAC
Credit transfer	To formally recognise a unit of competency that was achieved through another RTO (statement of attainment or record of results is required).
Deferral	The postponement of a course to a later date
Enrolment Application	The submission of an enrolment application form
Not yet satisfactory	Unsatisfactory assessment result
Not yet competent	The learner has not satisfied all the unit requirements
RCC/RPL	Recognition of current competency/recognition of prior learning
Online learning	Training and assessment that is delivered over the internet.
Reasonable adjustment	Adjustments made to assessment that does not compromise the quality or integrity of the unit requirements.
Record of results	A transcript that is issued to a learner once they have completed all units within a qualification.
Registered Training Organisation (RTO)	A training organisation who is registered with a state or national regulator. Full list of RTOs is on www.training.gov.au
Satisfactory	The learner has successfully satisfied one or more parts of the unit. requirements.
Statement of Attainment	Is issued to a learner when they have demonstrated competency in one or more units of competency but not a full qualification.

Term	Definition
Learner	A 'learner' or 'student' refers to any person who has completed an enrolment form or made payment for a course with PICAC. If a third party made course payment, learner is still the person who is undertaking the course and has completed the enrolment form.
Non-accredited course	A course that does <i>not</i> lead to a nationally recognised qualification. But it can still provide valuable skills for professional development. It may also be recognised in some jurisdictions or by some organisations.
The current version of the learner handbook can be downloaded from the PICAC website	The current version of the learner handbook can be downloaded from the PICAC website

2. Enrolment & Support

Enrolment

We offer all learners 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.

Pre-Training Review

Before you begin training, review will be conducted to ensure you are enrolling in training that is suitable for you and that you are given any support or adjustments to meet your individual needs.

The pre-training review may include:

- Evaluation of learning goals and career aspirations.
- Review your vocational experience and its alignment with course outcomes. The option for Recognition of Prior Learning (RPL) can be explored, where suitable.
- Review your education history. Credit transfer may be possible if you have completed parts of the course before.
- Learner disclosure of any learning difficulties and support planning for this.
- Language, literacy, numeracy, and digital literacy (LLND) assessment will be used to Evaluate whether your skills in these areas match the entry requirements for your course.
- Confirmation of funding eligibility.

Learner may have to provide documents to show:

- Evidence of fulfilling licensing or training package prerequisites.
- Eligibility for subsidised funding.

PICAC will use this Pre-Training Review to provide you with the support you require in areas such as language, literacy, learning and assessment, while ensuring that you will get the maximum outcomes and benefits from the qualification/course of study that you are enrolling in, according to your goals and skill level.

We encourage learners with Language Literacy or Numeracy concerns to undertake LLND training. A range of support services can be provided for the learner upon request. Please contact the Student Support Officer who can refer you to some Language, Literacy and Numeracy Programs available to you through government agencies.

If you have a Language Literacy and/or Numeracy concern that is affecting your training program, we encourage you to raise the matter directly with your trainer.

Credit Transfer

Credit Transfer is an administrative process, by which a training provider recognises and accepts Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by another Registered Training Organisation (RTO).

It allows a learner to obtain credit for already, successfully completed formal training which is equivalent to a component in a current program the learner is enrolled in. To be granted Credit Transfer the learner must provide evidence of successful completion of the component, generally in the form of an academic transcript. Where Credit Transfer is granted, no training needs to take place in that component of the program. Please note, this is not an assessment process.

PICAC will verify the learner's prior qualification and/or unit completion through the USI transcript or by direct verification with the issuing RTO. PICAC must confirm the authenticity of the Statement of Attainment and/or qualification before approving any units for credit transfer.

The Administration team will review the submitted documents, process the credit transfer, and update the learner's training plan accordingly.

To apply for credit transfer, email the certified AQF certification documents to info@picac.edu.au.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an acknowledgement of a person's skills and knowledge acquired through previous relevant training, work, or life experience, which may be used to grant credit in a subject or a whole qualification. A learner may apply for RPL upon enrolling with PICAC.

The applicant must supply evidence to substantiate the claim for RPL. This may be in the form of a portfolio with relevant documentation such as a resume, third party verifications, statutory declarations, photographic evidence of work performed, copies of current licenses and academic transcripts and competency conversations, etc.

An assessor must review your supporting evidence against requirements of each unit of competency, qualification, and training package rules. If you do not apply for RPL on the enrolment form you may still apply for RPL at any time during the induction process by approaching your Trainer and Assessor.

The RPL assessment process is a rigorous process. It is not about how much evidence a learner can provide; it is about the relationship between the experiences of the learner to the requirements of the unit of competency.

If you believe that you have existing skills and knowledge in some aspects of the qualification in which you are enrolled, it is possible to reduce the amount of training required to complete the qualification and therefore complete your studies early.

It is up to the learner to provide sufficient information to be assessed as meeting current industry

requirements against the packaging and unit of competency rules. While support and guidance will be offered by PICAC, the responsibility rests with the learner to provide evidence. It is not the responsibility of PICAC to complete the application for you.

• You may be able to get partial RPL for a Unit of Competency. However, you will have to do gap training/assessment to be issued a final result for the Unit.

Language, Literacy, Numeracy, And Digital Literacy

As a part of its core business, PICAC must consider the language, literacy, numeracy, and digital literacy (LLND) skills of each learner, prior to enrolment. PICAC determines any support needs of its learners and provides access to educational and support services necessary for a learner to meet the requirements of their course. This also includes digital literacy and physical access requirements.

In order to support learners on their learning journey, PICAC requires learners to undertake a Language, Literacy, Numeracy and Digital Literacy (LLND) test to enable us to ascertain if you have any particular support needs. The assessment tool used by PICAC is the LLND Robot tool approved by the Commonwealth Department of Employment and Workplace Relations (DEWR).

If areas of LLND are identified, PICAC will identify the support services required and document these in a Student Support Plan. Support services may be delivered by the trainer, or where it is outside the abilities of PICAC, outsourced to an external agency.

Examples of Student Support services may include (but are not limited to):

- Providing one on one mentoring
- Scheduling additional theory or practical classes for the learner (note that additional costs may apply).
- Access to LLND Specialist onsite for one on one support.
- Monitoring the delivery of training and/or assessment to determine if any further LLND support is required.
- Providing reasonable adjustment for assessments
- Providing assistive technology, equipment, resources, and/or programs to increase access for learners with disabilities and other learners, in accordance with access and equity
- Mediation services or referrals to services where support outside the expertise of PICAC is required.
- Learning support services are consistent with the training and assessment strategies.
- Learning, assessment, and support services are monitored and improved as necessary.
- Learning materials in alternative formats, for example, in large print; and
- Learning and assessment programs contextualised to the workplace.

In some circumstances, and with the learner's agreement, a referral can be made for additional external assistance. If it is identified that the learner does not have the required underpinning literacy and numeracy skills, PICAC and the learner may need to consider carefully whether the chosen qualification or short course is appropriate for the learner to undertake.

Any additional requirements that are agreed on, will be recorded on the Learner's Support Plan (where a Plan is required).

Any external supports that may attract an additional cost are to be paid for by the learner. PICAC does not contribute toward any external costs incurred.

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.

Learner Support Services – South Australia

We understand that sometimes learners may need extra support to stay on track with their training. In South Australia, a range of services are available to help with study skills, personal wellbeing, learning difficulties, disability support, and career planning. Support may include one-on-one guidance, referrals to specialist services, and help managing any barriers that could affect your learning or completion of training.

If you need assistance, please speak with your trainer or the Student Support Officer, who can connect you with the right service. You can also contact the **South Australian Skills**

Commission on **1800 673 097** for information about available learner support in your area.

Support is confidential, respectful, and focused on helping you succeed in your training and future career.

Upfront Assessment of Needs (UAN) - South Australia

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.

The Reading Writing Hotline

The Reading Writing Hotline (the hotline) provides a national service for adults seeking English language, literacy and numeracy information and support. The hotline provides information on:

- Adult reading, writing, and numeracy classes held locally across Australia or via correspondence/online.
- Adult language, literacy and numeracy teaching and learning resources.
- Commonwealth-funded programs for Centrelink clients.
- Commonwealth-funded English as a second language programs for migrants.
- Literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website or phone 1300 655 506.
<http://www.readingwritinghotline.edu.au>.

Completing the Enrolment Process

The enrolment process is completed by following the steps outlined below:

- Participants will be required to fill in a PICAC - Learner Enrolment Form when signing up to start a course.
- Learners must bring government identification to prove their eligibility for training with PICAC that will need to be sighted before course commencement. Learners may also need to bring additional identification to prove their eligibility (if there are applying) for:
 - A government-subsidised training place.
 - Concession or exemption of the fees.

If you are unsure about your identification documents and/or eligibility, please contact the PICAC Administration team so that we can assist you. If you are found to be eligible, you will be advised of your total co-contribution fee amount before you commence training. The induction will also cover identification requirements.

Cancellations of fees apply in some circumstances where learners fail to notify PICAC of withdrawing from a course (See Fees and Refunds information further on).

After you have received your notification of enrolment, you will be contacted to receive an enrolment pack. In this pack, you will receive:

- Course Information
- Tuition Fee Agreement
- PPE requirements

Unique Student Identifier (USI)

Before commencing any nationally recognised course offered by PICAC, each learner must provide a USI. It is a government reporting requirement for nationally recognised training.

PICAC will only issue a qualification, record of result and/or statement of attainment to a learner if there is a verified USI against the learner's file. To create a USI, click on the provided link and follow the prompts <https://www.usi.gov.au>.

Apprentice Induction

Prior to commencing a course, all learners must participate in an induction. We want you to feel positive about your study and be confident in knowing where to go for support. During the induction session, you will be given the chance to ask questions about the challenges you might face.

An induction session includes information about:

- Information about the training program, including participation, attendance, assessment requirements
- student code of conduct and safety induction.
- Completion of enrolment checklist to confirm required parties have received all required pre-enrolment information and completed all enrolment paperwork.
- Discuss support services learners can access.
- Forms for fees, complaints, appeals, and refunds are available on the relevant RTO website listed on page 6.
- Legislative and occupational licensing requirements (if relevant)
- Proof of ID requirements
- Information about facility, such as amenities and emergency evacuation plan

Short Courses – Pre-Training Information

Formal induction sessions – including the LLND assessment - are not conducted for short courses. However, prior to training commencing, participants are provided with essential information to ensure they understand the course requirements, safety expectations, and available support.

This information may include:

- An overview of the course, including participation, attendance, and any assessment requirements (if applicable)
- Safety requirements and relevant site procedures
- Participant responsibilities and expected behaviour
- Fees, cancellations, complaints, appeals, and refund processes (where applicable)
- Any relevant legislative or licensing requirements
- Proof of identity requirements (where required)
- Facility information, including amenities and emergency evacuation procedures

Requesting Enrolment Changes

We understand that circumstances may arise that will make you unable to complete the training that you enrolled for. You may want to defer the training, so you can complete it at a later date. You may also need to change to a different course. If this is the case, please complete the appropriate form and submit it to the administration team. To access forms, please visit the relevant RTO website identified on page 6.

If you have any questions about this, including difficulty accessing the forms, please contact PICAC administration. For more information about transferring and cancelling your training, and potential refunds, see the “Transfers, Cancellation and Refund Policy” on the relevant RTOs website, or refer to the overview of the policy in Section 4 of this Handbook.

Application to Defer Training

A learner may complete an application to defer training due to extenuating circumstances outside of the control of the learner, which may include employment, long term illness or family matters.

The learner is required to complete an application for deferment of training by contacting PICAC administration. You will receive a copy in writing of the decision on deferment of training. A Statement of Attainment will be issued for all units of competency achieved.

Withdraw and Enrol into Another Program

If a learner (not an apprentice/trainee) wishes to apply to change from their current enrolment in one course to another course offered by PICAC, a “Cancellation or Substitution Withdrawal Form” should be filled out and submitted to PICAC administration. To access forms, please visit the relevant RTO website identified on page 6.

Any units you have already completed may count toward your new course through credit transfer, where they are equivalent.

Student Support Services

Being a learner is exciting, but it can also be challenging. We understand that every learner is unique and will have their own challenges that can impact their training. Please feel free to ask our staff about any concerns you have about your training, including other matters that are impacting on your training.

If you have specific learning needs or have any difficulties that may be interfering with your studies, you need to inform your allocated trainer/assessor immediately to arrange a suitable support plan.

Learners will be encouraged to identify their own learning needs and objectives. To enable learners to monitor and control their own learning, they will be given:

1. Detailed information regarding learning objectives and clear explanations as to how successful achievement is to be recognised.
2. Learning materials and activities that cater for a range of needs (including differences in educational backgrounds, literacy, numeracy, culture, age, location, and disability).
3. Frequent, clear, and objective feedback as to progress.
4. Time and opportunities to correct misunderstandings and to practice partially mastered skills.

Learners can contact the Student Support Officer directly or through administration, and an appointment will be arranged as soon as practical. Please see page 6 for contact details.

Support Plans

PICAC develops individual support plans for any learner identified as having a need for additional support. Support may be in the form of:

- Academic support including Language Literacy and Numeracy, Digital Literacy or similar.
- Welfare that may include psychological support (referral); and/or
- Physical including support as a result of hearing loss, vision impairment, support due to an injury.

The Support Plan is created in conjunction, and with the consent of the learner.

Students Under 18

PICAC 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 secondary school and who does a PICAC 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, PICAC will provide additional support, in line with the Student Support Policy. All PICAC 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 PICAC provides for students under 18.
- If necessary, we will organise educational or welfare support, as above.
- At least three (3) 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:
 - a. Physical signs of abuse or neglect
 - b. Behavioural signs of abuse or neglect
 - c. 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 relevant state government body: <https://www.dss.gov.au/child-protection/reporting-child-safety-concerns>.

Learner Rights and Responsibilities

Learner Responsibilities

Learners must abide by the Student Code of Conduct. Learners who enrol in longer qualifications with PICAC are required to sign a copy of the Code of Conduct, as a formal confirmation that they have read it and agree to abide by it.

The Code of Conduct is given below, followed by sections providing more details on what is required regarding academic integrity, attendance, and your responsibilities for your valuables.

Student Code of Conduct

At PICAC, 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 PICAC 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 PICAC'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.

Academic Integrity

The learner must also behave with academic integrity and comply with the administration rules at PICAC. This is so that PICAC can function effectively as a training institution, providing high quality, safe training for you and other learners. Learners are responsible for:

- Understanding and complying with enrolment conditions.
- Provide accurate personal information and updating PICAC within seven days of any changes.
- Timely payment of fees and charges associated with their course.
- Attending classes regularly, as per attendance requirements.
- Sign in and out for meeting attendance requirements.
- Not engaging in cheating, plagiarism, or dishonest conduct. All the assessment work you submit must be your own. The use of AI is not permitted. For more details about these requirements, refer to the Copyright Breach & Plagiarism Misconduct Policy on the PICAC website.
- Seeking assistance or support when needed.

Attendance Requirements

Learners are required to attend all scheduled training. If for any reason a learner is going to arrive late to a scheduled training session they must inform the trainer as soon as possible.

Learners must report their absences to RTO and their employer in advance if possible. For example, they should phone their training centre as soon as possible on the day of the training if they are too ill to attend. Valid medical or extenuating circumstances may be accepted with efforts made to reschedule.

When a learner's unauthorized absences exceed 10% of the scheduled training, this is considered misconduct.

Valuables

It is recommended that learners do not bring valuable items to PICAC. If valuable items are essential to transport or study, it is the owner's responsibility to ensure that such items are adequately protected from theft or damage. PICAC does not accept responsibility for the security of personal items or replace any valuables that are stolen or misplaced. No responsibility will be accepted by PICAC for vehicles parked on its grounds. Learners should promptly report any instances of theft or crime to Operations Manager or the staff member.

Learner Rights

General Treatment

Learners have basic rights, such as freedom from discrimination due to protected attributes. These rights are prescribed by law in Australia. They apply at all times, throughout the learner's contact with PICAC.

Learners have the right to:

- Be treated fairly, respectfully and with dignity.
- A learning environment that is safe and free from harassment.
- Equal access to services regardless of gender, race, disability, or other attributes.
- Privacy and confidentiality in records management, within legal limits.

Refer to the Privacy Policy in Section 4 for details about the right to privacy and how PICAC safeguards this.

Academic rights

As learners at an RTO, learners have specific rights, as defined by ASQA (the VET regulator).

Learners have the right to:

- Be informed of learning outcomes and assessment requirements before they start their training.
- Recognition of prior learning and competencies.
- Appeal assessment results and disciplinary decisions.
- Efficient handling of administrative matters (fees, refunds, etc).

Learners have rights as consumers as well, as they are paying for a service.

Consumer Protection Mechanism

PICAC will ensure that all information in relation to training and assessment services offered is concise and accurate and not misleading at the time of publication, including the nature of the guarantee to learners, refunds, and agreements between learners and PICAC, as indicated on the enrolment form and in the Learner Handbook. Consumers have rights under the Australian Consumer Law to receive the services that have been offered in the agreement or enrolment form and within a reasonable timeframe as indicated.

Disciplinary Process for Learner Misconduct

For non-compliance with the Learner Code of Conduct the following process will be followed:

Step 1

A member of PICAC staff will contact learners in the first instance to discuss the issue or behaviour and to determine how the issue might be rectified. This discussion and its outcomes will be documented and included in the learner's training file.

Step 2

Should the issue or behaviour continue, the learner will be provided with a warning in writing and a time frame in which to rectify the issue. A copy of this warning will be included in the learner's training file. This warning may be a final warning, depending on the nature and severity.

Some of the main factors examined when determining appropriate disciplinary action are:

- Seriousness of offence
- Repetition or duration of offence
- Prior offences and disciplinary actions
- Previous responses to disciplinary actions and any current disciplinary action

Where the behaviour is deemed to be of a serious nature an immediate suspension of training will apply. If the misconduct has potentially serious consequences, PICAC may decide to immediately expel you or take other action to mitigate the risk from your misconduct. If your training is sponsored by an employer, PICAC has an obligation to refer the incident to your employer. Your employer may send a representative to a disciplinary meeting resulting from this, if the employer wishes to do so.

Deliberate and wilful damage to PICAC or an employer's property is also considered to be a serious incident.

A written record of all disciplinary actions taken will be kept with the learner's file.

Any person who receives written notification to suspend training and/or has their enrolment cancelled does not limit the person to the right of appeal through our Complaints and Appeals Process. If the learner is unhappy with the outcome of the process, they have the right to make an appeal using processes as indicated in the Complaints and Appeals Process.

If you have not gained a satisfactory response in relation to a complaint you have had with a Group Training Organisation, Registered Training Organisation or government department, you may call the National Training Complaints Hotline on 13 38 73 or visit <https://www.dewr.gov.au/national-training-complaints-hotline/national-training-and-complaints-hotline-complaints-form>.

See the *Complaints and Appeals Policy* in Section 4 of this Handbook or find the policy online at www.picac.edu.au.

Academic Misconduct

Academic misconduct will not be tolerated under any circumstances. If you are found to have committed academic misconduct, it can affect your results, may lead to loss of funding and/or exclusion from your course. Academic misconduct includes cheating, plagiarism and other actions which seek to obtain an unfair advantage or activities in which the intention is that the learner will obtain an unfair advantage.

Cheating involves presenting another learner's work as your own. For example, having another person complete assessments for you or copying their work.. Collusion is a form of cheating where two or more students fail to abide by directions from the examiner about the permitted level of collaboration on an assessment. This includes allowing another person to copy your work. Using unauthorised material during an exam or regulated assessment is also cheating. Unauthorised material can include notes, your mobile phone, apps or any other disallowed information.

Plagiarism involves the use of another person's work without full and clear referencing and acknowledgment. Plagiarism can also be using other people's work without referencing it at all, failing to put quotation marks around a direct quote, or passing off another person's ideas as their own. If a learner is sourcing information from an external source (e.g. textbook, journal, article, newspaper, and the like) the learner must reference the literature.

In all cases, appropriate action will be taken by PICAC, and an appeals process will be available to learners upon any decision taken by the Operations Manager.

3. Studying with PICAC

Course Delivery

Information about the details of individual courses will be provided on our websites, including:

- Entry requirements
- Course duration
- Scheduling
- Entry

The more information about the training offered by the individual RTOs under PICAC, check their website or contact them directly via email:

The Plumbing Industry Climate Action Centre (PICAC)	www.picac.edu.au E: info@picac.edu.au
Plumbing Technical Education Centre (CEPUTEC)	https://www.ceputec.edu.au/ E: enquiries@ceputec.edu.au
Fire Industry Training (FiT)	https://www.fireindustrytraining.com.au/ E: admin@fit.edu.au
The Service Trades College (STC)	www.theservicetradescollege.com.au E: info@tstca.com.au

Each learner enrolled in a full qualification course will be provided with a training schedule and training plan. For some online courses, non-accredited and/or short courses, there may not be a training schedule and/or detailed training plan. However, course expectations and outcomes are always provided before enrolment.

Training delivery can be varied to suit the individual learner's needs. All learners are required to attend each scheduled session in their training schedule. The trainer will moderate the learning pace, method, and sequence appropriate to the learning needs.

Training may vary from on-line, distance, and classroom based. Some post-trade courses are delivered online using a Learning Management System (online study portal). For courses where online training is being conducted, access will be arranged after enrolment, including providing you with your login details. Learners studying externally, or online, may request resources to be sent to their email.

Post-trade learners are expected to have access to the current and relevant standards relating to their program of study organised prior to their enrolment.

Practical development of skills and task competency may take place in conjunction with your workplace utilising workplace materials and equipment.

Training is competency-based rather than strictly time-based. While nominal timeframes are provided in the training schedule for each unit of competency, these are intended as a guide only. The time required to develop competency before assessment may vary between learners. However, Post Trade students are expected to complete the course within the specified course timeframe.

Workplace training

Some programs contain mandatory workplace training, which is assessed in the workplace. Apart from the mandatory assessment of workplace training, PICAC offers no supervision whilst the actual workplace training is being undertaken. Supervision is to be provided by the employer who is participating in work placement.

Resources

Whether the training will be delivered online, distance or face to face, PICAC will provide the necessary facilities and equipment required for the delivery of training and assessment.

PICAC may provide the learning and assessment materials in both hard copy and/or electronic format/USB.

Assessment

All assessment is set out in the overview of each course, which is provided to learners at the commencement of their training. Once this assessment has been successfully completed, learners will receive a result which will count towards their qualification or course.

Broadly speaking, multiple assessment tasks for each unit of competency. For assessments, you will generally be provided with assessment instructions including full details on the task is due for completion and how it is to be actioned.

PICAC 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.

Assessment tools used by PICAC include:

- **Knowledge based questions** (written/short answers). These have been designed to allow you to demonstrate the skills or knowledge underpinning the tasks to be demonstrated. It is permissible for assessors to use oral questioning to complete written questions, providing this doesn't affect the validity of the outcome (e.g. where the need for written answers form part of the competency).
- **Observation/practical demonstrations:** You will demonstrate one or more task(s), selected for relevance in proving competency of the unit being assessed.
- **Individual assessment:** Learners may be requested to undertake written or practical activities designed to demonstrate competency development. These activities may provide formative assessment information for the assessor (i.e. during the training and assessment process) or be part of a summative assessment (proof that competency has been developed and is able to be applied in the workplace).
- **Third Party:** Learners may be required to demonstrate competency over a period of time in their workplace, in a range of situations relevant to the competency being assessed. These reports will require verification from an appropriately qualified person.
- **Project based:** Learners may be required to complete projects on their own time for assessment. For example, extract fire safety requirements from a set of building specifications or plans or design a drainage system for a three-storey commercial building.

Assessment intervention

The Assessor must follow PICAC'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.

Results

Each assessment item submitted for marking will be given a Satisfactory (S) or Not Yet Satisfactory (NYS) result. Learners will then have two opportunities for reassessment per unit of competency after a “Not Yet Satisfactory” result. If they still receive “Not Yet Satisfactory” result for those both of those attempts, they get a **final third attempt**, with reasonable adjustments if needed.

You can re-enrol in the course if you still have not been given a “Not Yet Satisfactory” result on the third attempt.

These arrangements are clearly agreed with the learner. PICAC tracks learner progress through attendance, trainer feedback, assessments, and regular check-ins. Extra support is provided when learners are at risk of not progressing in their course/qualification.

A Competent (C) and Not Yet Competent (NYC) judgement is the final result for units of competency.

The exception to the above is high-risk licence courses where the learner is able to re-sit the assessment only once which must be within 60 days of the first assessment. This will include re-

training and therefore a re-enrolment fee for the unit in question.

At the successful completion of the training program or individual unit a qualification will be issued showing the units of competency in which the learner has achieved competency. If learners do not complete the full training program, they will be eligible for a Statement of Attainment for any units of competency completed.

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.

Reasonable Adjustment

Reasonable adjustment refers to adjusting the way in which evidence of the learner's performance can be collected during assessment. However, an assessor's judgement of competency in awarding the final result of Competent and Not Yet Competent decision must not differ from the standards of performance indicated in the assessors marking guide. In other words, adjustments are not considered reasonable if they do not allow the learner to meet the standards of performance. For example, if the unit requirements state the learner must provide a written answer, an oral answer cannot be accepted.

Auspicing arrangements

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

PICAC 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.

Guarantees to Complete Training and Assessment

In the event of PICAC being unable to complete the training and assessment services, we will arrange for agreed training and assessment to be completed through another RTO. Fees may differ between RTOs and therefore may be incurred by the learner.

Before transfer, affected learners will be notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If the transfer is not possible, PICAC will provide a refund of any unused portion of the fees paid.

If PICAC is unable to complete the training and assessment to a learner as per its training agreement, PICAC will make alternative arrangements satisfactory to both parties.

Training Commitment

PICAC will honour all commitments made in this Learner Handbook involving all agreements and commitments for the provision of training including:

- Access to resources (training and assessment).
- Access to physical resources (in the ownership of PICAC or sourced externally).
- Access to appropriately qualified and industry current trainer and assessors.
- Supporting its learners through their qualification/course, including the provision of flexible assessment options for learners requiring specific assistance.
- PICAC will support the transition of its learners to new qualifications or accredited courses.
- PICAC will transition learners to a new registered training organisation in circumstances where PICAC ceases to operate.

Business Interruption

In the unlikely event of a business interruption or training failure, PICAC will issue the learner with a Statement of Attainment for the successful completion of units. The learner will be refunded for the parts of the course they were unable to complete.

PICAC cannot guarantee:

- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of 2025 Standards for RTOs
- A learner will obtain a particular employment outcome where this is outside the control of the RTP.

PICAC will notify current learners by email of any changes to the agreed services including third party arrangements and change in ownership.

Course Cancellation

Learners who wish to cancel a unit of competency/module must contact the administration team at PICAC as soon as possible. Whether or not the learner is able to get a refund for the course, or part of the course, they want to cancel depends on when they apply to cancel it. See the “Transfers, Cancellation and Refund Policy” in *Section 4* of this Handbook for more information.

Completion

When PICAC and the learner agree that all competencies outlined in the training course have been achieved, PICAC will issue a Statement of Attainment within 30 days of the completion of the course of study.

Course Changes

PICAC reserves the right to make changes where necessary to timetables, delivery sequence, training hours and other details that may affect study schedules. Learners will be advised of any proposed changes as soon as practicable through written notification.

Feedback and Evaluation

PICAC is committed to collecting and reviewing advice and feedback from all its stakeholders involved in the delivery of its training and assessment services. A feedback form will be forwarded periodically to all learners during their qualification or apprenticeship and upon completion of their training. Please be assured that feedback forms remain confidential and are only used for the purpose of improving the quality of our service to learners. Feedback may also be sought through phone conversations, site visits with learners and/or employers or through online survey collection.

4. Policies and Procedures

PICAC has policies and procedures in place to ensure we adhere to our organisational values and all relevant legislation. The policies are to provide guidance on our goals and positions on key issues, based on our values. The procedures are step-by-step guides for how the policies are implemented. You can find copies of these policies and procedures for learners on our website, Please see page 6 for website details. This section provides an overview of the main policies and procedures that apply to learners at PICAC.

Complaints and Appeals Policy

Learners can submit a complaint to PICAC relating to any concern they may have. This policy aims to foster an environment in which all learners, staff and other stakeholders feel safe and supported to raise concerns or contest decisions. This also ensures PICAC addresses complaints and appeals as required by the Standards for Registered Training Organisations (RTOs) 2025, other State and Commonwealth Government funding requirements and all other relevant legislation.

Where possible all non-formal attempts shall be made to resolve the complaint. This may include advice, discussions, and general mediation in relation to the issue. If the learner is satisfied with the outcome provided at this stage, no further action is required. If the learner is unsatisfied with the result, the formal complaint process must be followed. Informal complaints are recorded in the learner's file and are kept confidential as much as possible.

This policy applies to all learners, staff, contractors, employers, and third-party providers associated with PICAC.

Types of Complaints

Complaints can include, but are not limited to, the following academic and non-academic complaints:

Academic (Training and assessment)	Non-Academic (General)
Assessment outcome and results	Marketing of qualifications
Plagiarism	Issuance of Certification or Statement of Attainment
Course progress	Training facilities
Assessment submission/resubmissions	
Discrimination or perceived unfair treatment of trainers to complainant	Issues and concerns arising from enrolment.

For more information about complaints and appeals, refer to the documents below.

- For academic complaints and appeals, refer to the:
 - Training and Assessment Appeal Policy
 - Training & Assessment Complaints and Appeals Procedure
- For non-academic complaints, refer to the:
 - Complaints and Appeals Policy
 - Complaints, Appeals and Feedback Procedure.

The policies and procedures are available on the website: www.picac.edu.au. If you have any difficulties with finding or understanding these documents, please contact the administration team.

Formal Complaints

All formal complaints are handled in confidence and are reviewed by the Operations Manager. The Operations Manager will assign a staff member – who has no conflict of interest – to investigate.

When a complaint or appeal is filed, the appropriate process has been conducted, and the complaint or appeal is concluded, it will be used as a key input into the improvement systems of the organisation.

It is the policy of PICAC to ensure that the appeals process allows for the making of an appeal against any decision made by a PICAC member or a third party contractually bound to the RTO.

The Complaints and Appeals form can be accessed from the website or requested from PICAC administration. Administration staff will assist with submissions. Email it to: info@picac.edu.au or present it to the administration office in person.

It will then be sent to the nominated officer, and all details will be recorded into a Complaints Register. Any corrective action identified will be implemented to support the outcome.

Complaints Process

Stage 1 — Raise a complaint

- Complaints may relate to PICAC operations, systems, staff, trainers, assessors, students, or third-party providers acting on behalf of PICAC.

Stage 2 — Complete the official form (Day 0)

- The PICAC Complaints, Appeals and Feedback Form must be used.
- Administration can provide the form (email or hard copy) and assist with completion if required.
- Complaints raised verbally, by email, survey or suggestion box must still be recorded on the official form (by you or staff on your behalf).

Stage 3 — Submit the complaint (Day 0)

- Return the completed form to Administration by email or in person.

Stage 4 — Registration and acknowledgement (within 5 working days)

- PICAC records the complaint, assigns a reference number, and securely stores the documentation.
- Receipt of the complaint is acknowledged in writing within five (5) working days.

Stage 5 — Investigation (as soon as practicable)

- An impartial staff member with no conflict of interest is appointed to investigate.
- All relevant parties are given the opportunity to provide information.

Stage 6 — Outcome and timeframes (within 60 days)

- A written outcome is provided once the investigation is finalised.
- If the Operations Manager determines the complaint will take more than sixty (60) calendar days, the complainant will be advised in writing, including the reasons for the delay.
- Where delays occur, PICAC will provide progress updates every 14 days until the matter is finalised.

Stage 7 — Resolution and recording

- If the complainant is satisfied with the outcome, the complaint is deemed resolved.
- The resolution is recorded in the complaints register and the learner's file.

Stage 8 — Escalation and child safety (if required)

- PICAC may arrange an independent external review where appropriate.
- Any matter involving risk to a child or young person is reported immediately in line with child safety requirements.

Internal Appeal

All enrolled learners and stakeholders have the right to appeal decisions made by PICAC where reasonable grounds can be established. The areas in which an enrolled learner or stakeholder may appeal a decision made by PICAC may include:

- Any other decision that is made after a complaint has been dealt with PICAC in the first instance.
- Assessment decisions and outcomes made by its assessors.
- Deferral, suspension, or cancellation decisions made in relation to the learner's enrolment.

Internal appeals are processed in the same way as complaint. However, the exception to this is if they are an appeal to a decision made with regard to a previous complain. In this case, they will be reviewed by a different staff member than the person who made the decision about the original complaint.

External Appeal

If the learner remains dissatisfied with the response to, decisions and outcomes provided, or the time taken to resolve their appeal through PICAC's internal complaints and appeals process, the appellant has the option to proceed to the external appeal process.

It is recommended that learners contact the National Training Complaints Hotline as a first point of

contact for external complaints. They direct complaints to the appropriate organisation, depending on the type of complaint. It can seem difficult to work out who you should direct external complaints to, so they provide a helpful service. However, there is a section following that, which provides an overview of external organisations complaints should be directed to, so you can research/contact the organisations yourself directly.

National Training Complaints Hotline

The National Training Complaints Hotline is a referral service that directs complaints to the appropriate Commonwealth, state, or territory organisation for help. Anyone with a complaint or query about the VET training sector can contact the Hotline.

The hotline website, [National Training Complaints Hotline - Department of Employment and Workplace Relations, Australian Government](#), details contact options, including:

- Filling out a form on the website.
- Phone 13 38 73, Monday to Friday, from 8am to 6pm.
- If you would like to make an enquiry (rather than a complaint), you can contact the Department of Employment and Workplace Relations (DEWR), who run the hotline: <https://www.dewr.gov.au/about-department/contact-us>.

You must attach evidence to your complaint form showing that you have followed PICAC's formal complaints process and PICAC's response.

The Department of Education and Training analyses complaints from the hotline, to find trends and improvements are needed.

External Organisations for Complaints

If, after PICAC's internal complaints and appeals process have been exhausted, the complainant/appellant still believes that PICAC is breaching or has failed to meet the Standards for RTOs, you can contact ASQA to lodge a complaint.

For example, if you believe the training you were given does not cover the requirements listed for that nationally accredited qualification or the standards required for VET training generally. You can find the requirements for nationally accredited qualifications on the [National Training Register](#).

Please note that ASQA does not have any consumer protection powers and therefore does not act as an advocate for individual learners. **ASQA does not resolve disputes between students and training providers.** For example, if you disagree with an assessment outcome or believe you have experienced unlawful discrimination, this is a dispute between you and the provider.

External Complaint/ Appeal Organisations	Contact details
National Training Complaints Hotline for complaints about training quality	Contact: 13 38 73 – select option 4, Monday to Friday 9am to 6pm.

External Complaint/ Appeal Organisations	Contact details
Australian Skills Quality Authority (ASQA).	https://www.asqa.gov.au/about/contact-us .
Complaints relating to Smart and Skilled obligations - contact the Training Service NSW	https://www.training.nsw.gov.au/about_us/contacts.html Call: 1300 772 104
Queensland Ombudsman	www.ombudsman.qld.gov.au
Queensland Office of Fair Trading	www.qld.gov.au/law/fair-trading Office number: 13 74 68
Australian Competition and Consumer Commission	https://www.accc.gov.au/contact-us Call: 1300 302 502
Victorian Registration and Qualifications Authority (VRQA)	Call: (03) 9637 2806 Email: vrqa@education.vic.gov.au
Department of Employment, Small Business and Training QLD	https://desbt.qld.gov.au/contact-us Call: 1300 369 935
Australian Human Rights Commission	http://www.humanrights.gov.au/complaints/make-complaint Call: 1300 656 419

There are also government services to assist you in communicating, if you have difficulty accessing the services through the standard communication methods.

Service	Contact details
Translating and Interpreting Service	Translating and Interpreting Service (TIS)

(TIS) provides access to an immediate phone interpreter. You can request one of over 150 languages from the operator.	National) Call: 131 450
National Relay Service (NRS) can help if you are d/Deaf or find it hard to hear or speak to hearing people on the phone. Access methods include video relay and SMS relay.	There are multiple ways of contacting the NRS given on their webpage: About the National Relay Service (NRS) Access Hub

PICAC will ensure that any recommendations or rulings made are implemented within twenty-one (21) calendar days of receiving them from the external organisation, unless a shorter timeframe is required and:

- The complainant or appellant will be formally notified in writing of the outcome of the external appeal.
- Upon receipt of the findings from the external appeal, PICAC will review the findings.
- PICAC will consider any recommendation arising from the external appeal to protect and not disadvantage PICACs general interest.
- As a result of the external appeal, PICAC may appeal or not appeal the findings of the external appeal.
- PICAC will adhere to the recommendation and implement whatever action is required or necessary within twenty (21) working days.
- PICAC will notify the appellant regarding PICACs response to the external appeal in writing no more than 60 calendar days from the date of receipt of external appeal findings.

All steps which are taken, and related correspondence, will be recorded on the Complaints and Appeals Register.

PICAC understands that all processes must comply with the Standards for Registered Training Organisations (RTOs) 2025, Australian Consumer Law and all other applicable legislation or Government funding requirements.

Related Policies and Processes:

- Privacy Policy
- Consumer Protection Policy and Process
- Assessment Policy and Process
- Enrolment Policy and Process
- Enrolment deferral, withdrawal, and cancellation
- Fees and Refund Policy and Process

You can find PICAC's policies and process document on the website: www.picac.edu.au. Most of the relevant policies for learners are under <https://www.picac.edu.au/training-at-picac/learner-information>.

Privacy Policy

PICAC is committed to the protection of your Personal Information in accordance with the Australian Privacy Principles as set out in the *Privacy Act 1988 (Cth)*. The Privacy Policy describes the way PICAC collects, holds, and uses personal information that is covered by the Privacy Act.

Types of Information

PICAC may collect and hold personal information about you such as your:

- Personal details such as name, gender and date of birth.
- Contact details, such as address, phone number, and email address.
- Financial information, such as, billing or payment details, tax file number
- USI, student identifiers, concession details
- Academic records, such as assessment records and progress
- Employer feedback (where applicable)
- Disability, medical or learning support needs (where they relate to your training)

Use and disclosure

PICAC only collects personal information with your consent if it is reasonably necessary for one or more of our training functions or activities; or where it is required by law.

PICAC will be collecting your personal information (e.g. enrolment form) to use and disclose for the following purposes:

- To process and manage your enrolment, attendance, and progress of your training.
- To report completion and assessment items to relevant external agencies and parties
- To undertake administrative tasks essential to the functioning of PICAC
- For promotional purposes, only with the individual's prior written consent, in accordance with PICAC's Privacy and Marketing Policies.

Data Breach Notification

Where PICAC is made aware of any breach of the PICAC Privacy Policy we will immediately notify the relevant State or Federal Department in accordance with all legislative requirements.

Access to Collected Information

Learners have the right to access personal information held about them by PICAC.

To request access your personal information:

- Submit a written request to info@picac.edu.au, identifying information sought.
- Provide proof of your identity.

Learners can request information on their progress by emailing their RTO. The learner must provide their full name and date of birth in the email for verification purposes. To access a learner's training records a "Personal Info Consent Form" must be completed and returned the campus administration or emailed to your RTO.

Changes to Personal Details

To change your personal details, notify the administration office via email or in person. It is important that you keep your contact details current. For example, PICAC may need to mail you your Statement of Attainment when you finish your course, so it is important we have your current postal address.

If your personal information changes, or if you no longer want to use our services, you must request to have it corrected, updated or deleted it by emailing us at info@picac.edu.au.

Record Management

PICAC is committed to keeping accurate and confidential records in relation to its learners and the activities conducted on their behalf.

PICAC will take reasonable steps to maintain the privacy and security of personal information. We ensure this by having such security measures as:

- Storing electronic information on a secure server with restricted access
- Storing paper-based documents securely on our premises.

We will take reasonable steps to destroy or permanently de-identify personal information when it is no longer required for any purpose.

PICAC will take all reasonable steps to make sure that the personal information it collects uses or discloses is accurate, complete, and up to date.

PICAC will take all reasonable steps to protect the personal information it holds from misuse and loss and from unauthorised access, modification, or disclosure.

Retention Periods

All records associated with learner results are kept for a period of time from the date of their issue, in accordance with regulations. These records are backed up electronically and are kept in an offsite location. Currently, qualifications of and statements of attainment must be kept for a minimum of 30 years, in an AVETMISS-compatible format.

Assessment records must comply with the Standards for RTOs 2025, ASQA's retention requirements, and all relevant WorkSafe regulations, including distinctions between High-Risk training and Health and Safety Representative (HSR) training.

- Non-funded, non-WHS-regulated, non-apprenticeship programs- Retain assessment evidence for at least 6 months after competence is determined.
- Funded programs and apprenticeships- Retain evidence for a minimum of 7 years.
- WHS-regulated training (including WorkSafe High Risk and HSR training) - Retain records according to applicable WorkSafe requirements, which may exceed standard periods.

Fees and Charges Policy

PICAC acknowledges that it has responsibilities under the Standards for RTOs 2025 and Australian Consumer Law to ensure each learner is properly informed and protected regards fees. This includes the fees paid by learners in advance of their training being delivered.

PICAC ensures consistent, fair, and equitable fees and charges are levied to learners and that this information is made available to learners prior to enrolment. In general, learners will be provided with the following information prior to their enrolment in their chosen course:

- The total amount of all fees including course fees, tuition fees, administration fees, material fees, and any other charges.
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit and administration fees.
- Fees and charges for additional services such as reissuance of qualifications or statement of attainment, purchase of PPE (where applicable) and purchase of uniforms, where applicable.
- Policy and fees associated with damage to PICAC property.
- Cancellation, withdrawal, deferment and substitution fees and charges.

If there has to be an exception to this, additional protection measures must be in place.

This policy is generally only applicable to fee-for-service courses as training delivered under a funded arrangement is paid in arrears.

Please note that PICAC may update fees and charges from time to time and it is recommended that potential learners contact PICAC Administration and/or check the website www.picac.edu.au to ensure the most up to date information is obtained.

NOTE: You cannot commence a course unless the required fee is paid.

Transfers, Cancellation and Refund Policy

PICAC is committed to fair and transparent application of fees and charges as well as the processing of refunds where applicable. PICAC encourages all potential learners to read and understand the course information before enrolling.

Cancellation and Refund of Fees

Cancellation by PICAC

PICAC reserves the right to cancel a course if insufficient numbers of learners enrol or if other unforeseen circumstances arise. In such cases, learners will be offered:

- The option to transfer to a future equivalent course or
- A full refund of all paid fees.

Attendance and Withdrawal Conditions

If learners do not meet the attendance requirements of their course/qualification, they may be withdrawn from their course. Refund or deferment entitlements vary, depending on the course type and funding arrangement. See the Transfers, Cancellation and Refund Policy on the PICAC website for more details, and please review the attendance requirements for your course carefully.

Cancellation Initiated by Learner/Client

Learners/clients who wish to cancel a course, or part of a course, will need to apply for a refund of fees in writing to PICAC by completing a “Cancellation or Substitution Withdrawal Form,” stating the reason for the request for refund and where applicable, including evidence to substantiate the claim.

The first initial response from PICAC for these types of requests will be a review of the learner’s circumstance with a view to approving an extension of time to finish the course.

The rules for refunds vary depending on whether the course is fee-for-service or government funded.

Fee for Service Courses

The following timeframes apply for cancellation of a course by the learner for fee for service courses.

Number of days' notice	Refund
More than 10 days before course starts	Full refund of all fees
4 - 9 days before course starts	50% refund of fees
Within 4 days of course starting	No refund of any fees
After commencement of course	No refund of any fees

Other options:

- Learners may still **transfer** enrolment to the next available course, within 4 days of course start.
- **Deferment or replacement** of fee-for-service courses is on a case-by-case basis by the Administration/Operations Manager.

Government funded

The following timeframes apply for cancellation by the learner for government subsidies courses.

Number of days' notice	Refund	Admin fee
More than 10 days before course starts	Full refund of all fees	\$75
Less than 10 days before course starts	Tuition fees only (no refund on materials)	\$75
Within 28 days of course starting	Pro-rata refund (min. \$2/hour withheld)	\$75
After 28 days	No refund	\$75

Substitution is not permitted under government funded contracts, but **deferment** may be possible in exceptional circumstances. Supporting documentation is required, and each case will be assessed individually.

Requesting a refund

Complete the “Cancellation or Substitution Withdrawal Form.” To access this form:

- Download it from the website: www.picac.edu.au;
- Request by emailing: info@picac.edu.au; or
- Ask the administration team for help accessing it (either the local admin team or phone the general administration number).

Forward the completed and signed form to info@picac.edu.au.

Please note - where the learner breaches PICAC’s Policies and Processes, there may be no refund payable. Where a learner withdraws from the course without extenuating circumstances only a partial refund is payable.

Transition Policy

PICAC is aware of the requirement to transition seamlessly to a new qualification once the training package qualification/units of competency or accredited course on its scope, expires.

PICAC is responsible to ensure any transition takes place with minimal disruption to learners and the organisation. Under the policy, all learners will be given every opportunity to transition from superseded, expired, or deleted units of competency, qualifications, and training packages. Learners will be advised in writing of any transition arrangements.

As part of the transition process PICAC will transition from superseded training products to current training products within 12 months from the date the revised course is released on www.training.gov.au.

Access and Equity Policy

PICAC recognises and supports the principles of access and equity, including the recognition that participants differ in their needs and abilities, and the level of service required.

All PICAC staff will adhere to the principles and practices of access and equity in education and training; they will treat every learner fairly and without discrimination. PICAC has processes in place to ensure any learner concerns are dealt with immediately and appropriately (refer to the Complaints and Appeals policy).

Our training services are available to all participants regardless of ethnicity, gender, age, marital status, sexual orientation, physical or intellectual impairment or political convictions.

If learners experience any barriers to their full participation in training and assessment due to any personal circumstance or characteristic, they should bring this to PICAC’s attention.

Equity in Access

PICAC provides equity in access to the level of training and support required by each learner. All learners are supported in a manner that enables them to achieve their full potential and success in their training outcomes. PICAC provides equitable access to training and assessment services by:

- Offering culturally appropriate training and assessment resources that are relevant to learner needs and circumstances.
- Referring learners to support and counselling services where needed.
- Assisting learners to arrange additional services if required such as interpreters or trained note takers.

PICAC will make reasonable adjustments to ensure learners are able to equitably participate in training and have equal opportunity to complete training and assessment. Learners may appeal against any result that they perceive to be unfair or that arises from personal circumstances. You may also lodge a grievance or complaint if you believe you have been given unfavourable treatment.

Anti-Discrimination Policy

It is every learner's right to a discrimination and harassment free environment. PICAC complies with the Anti-Discrimination Act 2004 and recognises that discrimination is prohibited on the following grounds:

- Age
- Disability/Impairment
- Gender
- Gender identity
- Pregnancy/breastfeeding
- Race
- Religious belief
- Political belief
- Sexuality

Each learner has the right to be treated with dignity and respect. If a learner feels that he or she has been unfairly treated, please notify PICAC immediately through email info@picac.edu.au. PICAC does not tolerate discrimination in any form.

Where instances of discrimination or harassment occur, they will be investigated in a confidential manner. If proven, the person responsible will be disciplined.

Bullying and Sexual Harassment Policy

Bullying Policy

Workplace bullying is defined under the *Fair Work Amendment Act 2013* (Cth) as ‘the repeated less favourable treatment of a person by another or others in the workplace, which may be considered unreasonable and inappropriate workplace practice’.

It includes behaviour that offends, intimidates, degrades, or humiliates an employee, trainee, or apprentice in front of co-workers or trainees. Individuals who have been subjected to bullying should report any incident to the Operations Manager. Any allegation of bullying brought to the attention of management will be promptly investigated.

Sexual Harassment Policy

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**. PICAC 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 PICAC will not tolerate it!

PICAC will not in any way retaliate against an individual who makes a complaint of sexual harassment or against any participant in the investigation, nor permit any employee to do so. Retaliation – or victimisation – is a serious violation of this sexual harassment policy and should be reported immediately. Any person found to have retaliated against another individual for reporting sexual harassment will be subject to the same disciplinary action provided for sexual harassment offenders.

PICAC has developed this policy to ensure that all its employees, learners and partners can work in an environment free from sexual harassment. The employer will make every effort to ensure that all personnel are familiar with the policy and know that any complaint received will be thoroughly investigated and appropriately resolved.

This policy is designed to protect all employees and learners from harassment in any way associated

with the workplace or work environment, including employer- sponsored functions, regardless of who is the harasser.

Misconduct, attendance and discipline

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.

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.

Further Information

For more information about bullying and sexual harassment at work, see the Fair Work Commission webpages <https://www.fwc.gov.au/issues-we-help/bullying/what-bullying-work> and <https://www.fwc.gov.au/issues-we-help/sexual-harassment-work>.

The Fair Work Commission is the external entity you can make complaints about bullying and sexual harassment. You should make an internal complaint about these matters first. However, PICAC encourages you to seek out information to help you understand your rights.

Work Health and Safety Policy

PICAC is committed to providing and maintaining a safe and healthy work environment for all workers, apprentices, visitors, and members of the public.

Trainers will actively take steps to identify hazards that could cause harm to participants in the learning environment. Where possible, the trainers will take action to remove or control these hazards and will report the hazard to the appropriate on-site personnel.

Where practicable, learners must take responsibility for their own health and safety and that of their fellow learners, or employees. This means learners must follow all safety rules, processes, and the instructions of their trainer while in attendance at PICAC premises.

To achieve a healthy and safe environment at the workplace the following responsibilities are delegated to:

Management

To develop and implement:

- Due diligence
- Health and safety processes.
- Training and instructions in the areas of hazard control and elimination.
- Accident prevention; injury protection and rehabilitation.
- Health preservation and promotion in accordance with the Work Health and Safety Act and Regulations, other relevant legislation, Codes of Practice and other references.

Learners and Workers

All learners and workers, including any volunteers, will receive training to enable them to carry out their duties according to PICAC policy and processes. Learners must follow the Code of Conduct.

All learners, workers and volunteers must:

- Comply with health and safety policy and processes, including following reasonable instructions.
- Use Personal Protective Equipment were provided and instructed.
- Not wilfully endanger him/herself or others at the workplace.

This means that as a learner at PICAC, 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 direction issued by your trainer
- Report any injuries, illness and close calls (near misses); and
- Keep your work area in a clean and tidy state.

Please note:

PICAC reserves the right to refuse entry to, or participation in classes to any person deemed not to be meeting WHS requirements. Learners may be sent home, and employers will be notified where applicable.

Work Health and Safety Procedures

Work, Health and Safety hazards will be removed or where this is not practicable, they will be managed to minimise risk.

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, PICAC encourages open communications 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.

PICAC is not responsible for any Workplace Health and Safety Act infringements where an unlicensed person operates plant or machinery.

Ways to prevent potential hazards or accidents from occurring are:

- Housekeeping - ensure your work area is kept clean and tidy, maintain housekeeping within the area.
- Knowledge - have correct knowledge of machinery and its correct safety procedures before beginning operation.
- Safety - know where safety switches are located (e.g. emergency stop buttons)
- Personal Protective Equipment - always use the personal protective equipment recommended for the task. You will be advised what PPE is needed for your course, and where you can get it, in your induction.
- Listen - pay attention to all instructions.

- Report - all suspected hazards to your trainer or safety representative.
- White Card - hold a current white card (Course in general safety induction - construction industry).

Manual Handling

Manual handling is involved in nearly all work performed in the industries PICAC provides training for. 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
 - Carry 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

STEP 1 - Plan for the lift: - Decide where the load is to be placed - Make sure your path is clear. 	STEP 2 - Prepare for the lift - Assess the weight of the load - Decide how it is to be handled. 
STEP 3 - Determine the technique: - Stand close to the load - Adopt a balanced stance - Avoid twisting, bending and reaching. 	STEP 4 - Starting the lift: - Bend your knees - Ensure a firm grip. 
STEP 5 - Lifting: - Lift with your legs - let the leg muscles do the work - Maintain your natural back and lift smoothly. 	STEP 6 - Moving: - Keep load close - Maintain the natural spine position - Don't twist your back, move your feet. 
STEP 7 - Lowering load: - Use your leg muscles to lower the load - Keep your back as natural as possible. - This applies whether you are lifting or - Lowering a load - Bend in a semi-squat, don't twist your body. 	kk

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 your 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. PICAC 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

PICAC 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.

Item	dB(A) Rating for Operator	Time limit without protection	dB(A) Rating 5 metre distance
Wacker Packer	104	6 minutes	99
Post Hole Digger	105	4 minutes	93
Stihl Chain Saw	112	1 minute	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 minutes	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 indicating "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.

Hazard reporting

A hazard is something that could cause injury or damage to person and/or 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.

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 and Investigation Report

When a reportable incident occurs, all parties involved must complete the Incident Hazard Investigation Report form. The form must be handed in to the administration office on the day of the incident.

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 saw.

Under 18's Rights to Safety and Participation

PICAC encourages persons under 18 who use our services to have a say about things that are important to them. We teach persons under 18 about what they can do if they feel unsafe. We listen to and act on any concerns persons under 18, or their parents raise with us.

PICAC welcomes feedback in all its forms, whether a young person chooses to speak directly to the PICAC Under 18s Safety Officer, a trainer and assessor, or to a member of staff. This contact can be verbal or written and PICAC will work with the person to ensure that their views are heard, and issues addressed.

First Aid

In cases where First Aid is required, notify a staff member who will look after you and who will contact a qualified First Aid Officer. The names and photos of the First Aid Officers are placed on the notice board for immediate access.

No Smoking Policy

Smoking is prohibited inside all PICAC campuses. Signage is available to direct you to designated outdoor smoking and vaping areas.

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.

Emergency Procedures

During emergency evacuations, trainers act as emergency coordinators. Please ensure that you follow the instructions of the officer in control for your safety. Names and photos of the Fire Wardens are displayed on a noticeboard. During evacuations, Fire Wardens are in charge of organising the evacuation of the building, so you should follow their instructions.

Information regarding evacuation procedures and assembly points will be covered at student induction. Students are required to familiarise themselves with emergency procedures for their specified location of study.

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.

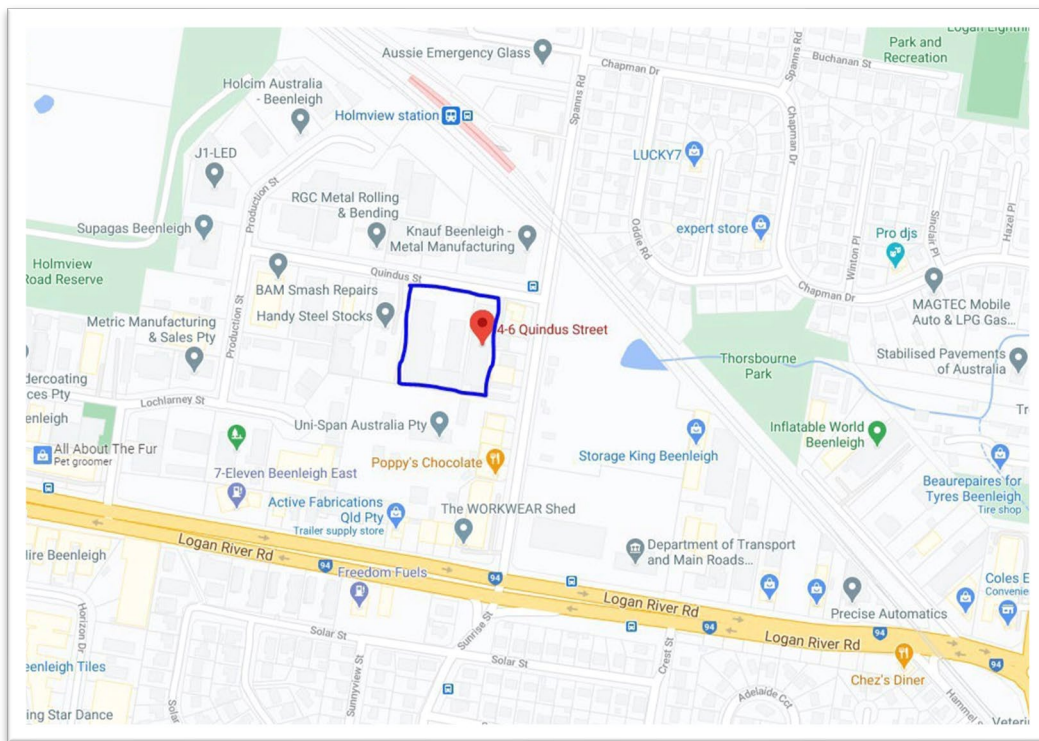
You need to:

- 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.

5. Campuses

Beenleigh

Address	PICAC Beenleigh Training Center 4-6 Quindus Street Beenleigh QLD 4207
Phone	07 3255 5698



Parking

PICAC has limited free parking available. Please comply with signage in parking areas. While on PICAC property, students should operate all vehicles with due care and attention, and in accordance with displayed speed signs.

Public Transport

The Holmview train station is within walking distance from the campus.

Facilities

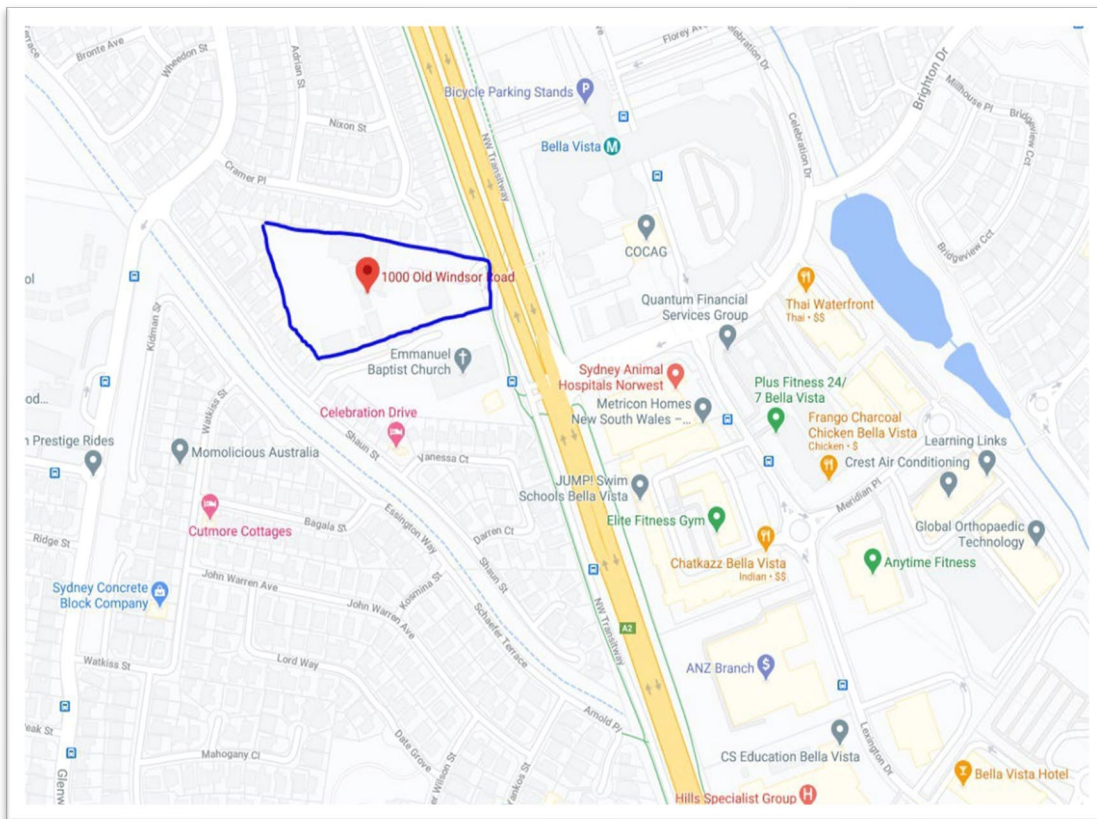
- Student inside and outside lunch area
- Kitchen facilities with fridges and microwaves
- Complimentary tea and coffee services
- Food trucks are regularly on site.

Go Wireless

As a student of PICAC, you will receive access to free Wi-Fi facilities on your personal devices.

Glenwood

Address	PICAC Training Centre 1000 Old Windsor Rd Glenwood NSW 2768
Phone	07 3255 5698



Parking

PICAC has limited free parking facilities. Please comply with signage in parking areas. While on STC property, students should operate all vehicles with due care and attention, and in accordance with displayed speed signs.

Public Transport

The Bella Vista (Metro Station) is located across the road from the Training Centre

Facilities

- Student inside and outside lunch area
- Kitchen facilities with fridges and microwaves
- Complimentary tea and coffee services
- Food trucks are regularly on site.

Go Wireless

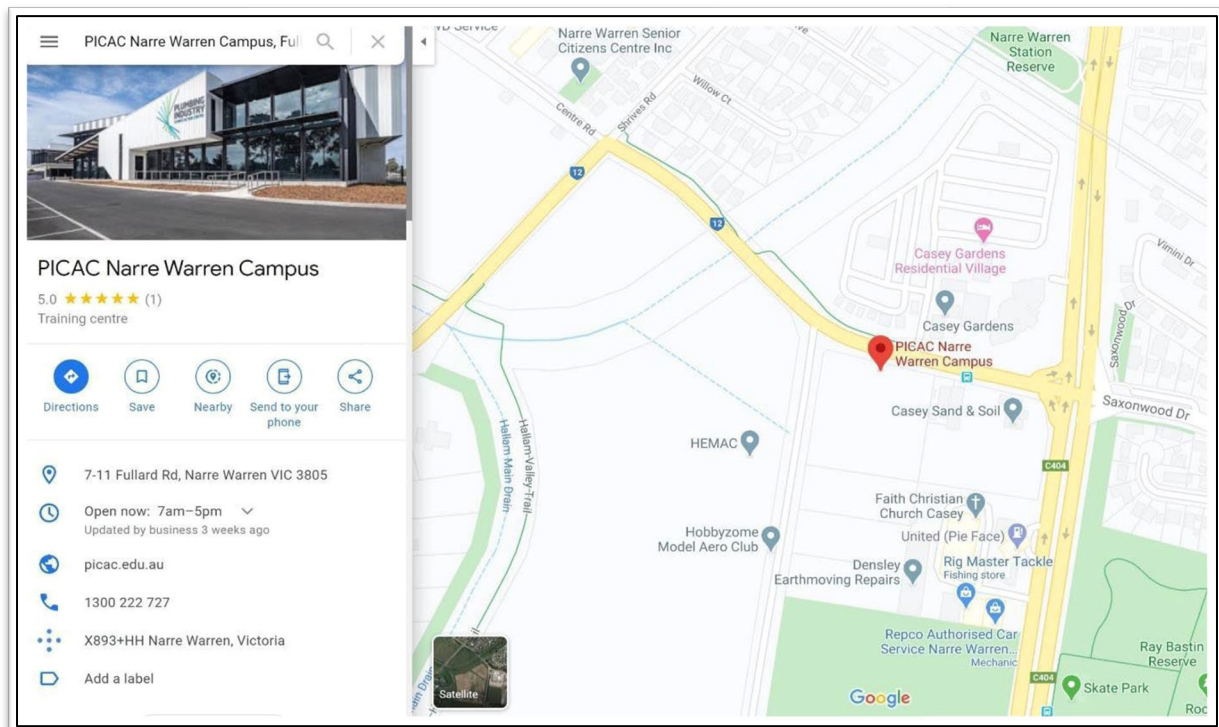
As a student of PICAC, you will receive access to free Wi-Fi facilities on your personal devices.

Training Services NSW provides financial assistance to subsidise the additional costs incurred by apprentice of trainees who travel specified distances to attend off-the-job training.

For comprehensive information and eligibility criteria refer: VTAS Guidelines (nsw.gov.au)

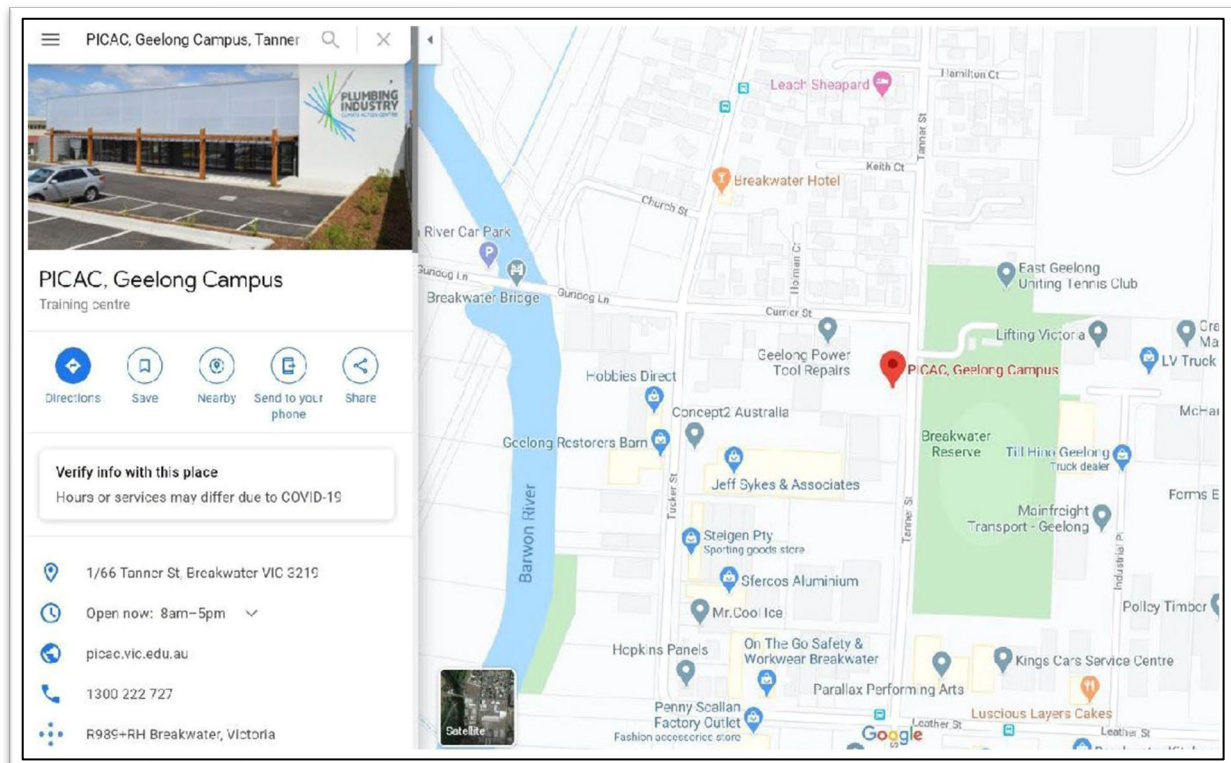
Narre Warren

Address	PICAC NARRE WARREN 7-11 Fullard Rd Narre Warren, VIC 3805
Phone	1300 222 727



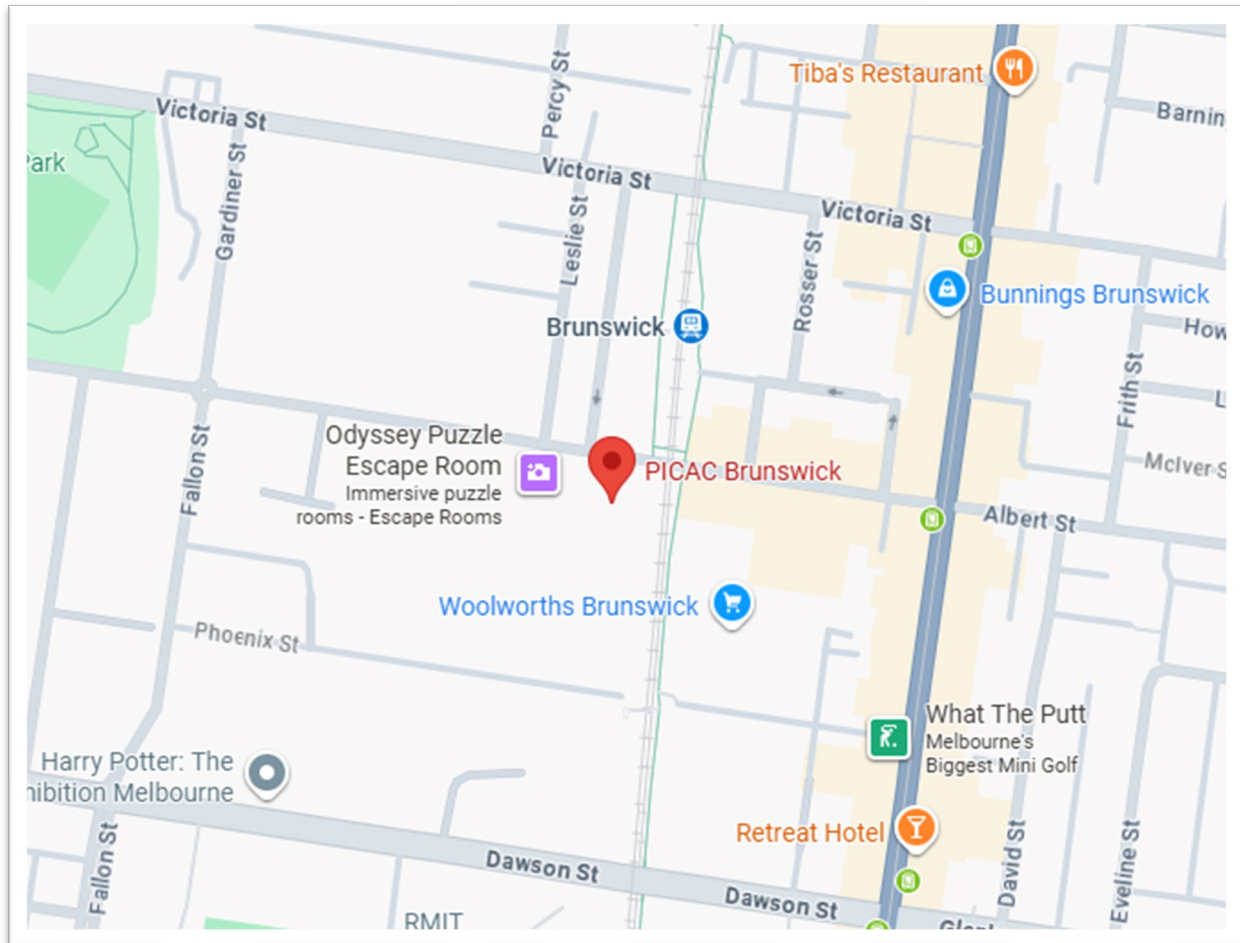
Geelong

Address	PICAC GEELONG (VIC) Unit 1 / 66 Tanner Street Breakwater, VIC 3219
Phone	1300 222 727



Brunswick

Address	Unit 6 / 306 Albert Street Brunswick, VIC 3056
Phone	1300 222 727



6. Student Support and Welfare Resources

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: <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

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

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

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 **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 **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 **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 **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

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

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

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

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

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

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

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

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

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

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

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

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: notita.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

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

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

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 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

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

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

Website: 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

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

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
- **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

Convenience store & Cafés

- Woolworths,
300-304 Albert St Brunswick.
- Large variety of Cafe & 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

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,

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
- **Local doctor - Doctors @ Beenleigh**
Beenleigh Marketplace Shopping Centre
46, 114-118 George St, Beenleigh.
Ph: 07 3807 4999
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

Convenience store & Cafes

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

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, 'sounding board', referral and industry support. Tony Shaw. Ph: 0412 984 156 Email: tony@stqld.com.au The Student Support and Welfare Officer can provide mentor assistance ('wise council' and industry support.

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

NEW SOUTH WALES Local businesses

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

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

Convenience store & Cafe

- **Woolworths Metro**
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** | 4
Lexington Dr., Bella Vista
- **Café Peregrine**
127/14-16 Lexington Dr., Bella Vista

Welfare agencies

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

7. Appendix A - High Risk Work Assessment Requirements

The assessment of High-Risk Work courses is subject to specific policies and procedures. In addition, these courses are also subject to detailed and prescriptive WHS legal requirements relating to assessment for these courses.

These additional requirements are subject to a separate audit by WorkSafe, as are the trainers that are authorised to provide training and assessment for these courses at RTOs.

High Risk Work Course Processes

- Identity Verification
- Assessment
- Notice of Assessment
- License application
- Quality Control

Identity Verification

No student is allowed onto a HRW course unless they have had their identity verified via photo identification recognised as by the state government. This is identification such as driver's licenses, proof of age cards and Australian passports. You may also be required to create a digital ID.

Assessment

High Risk Work course assessment tools are based on a set of nationally prescribed tools. RTOs are NOT allowed to modify or amend these tools. Rather, new versions are provided by WorkSafe from time to time. These documents are version controlled.

Whilst care and control of marking is required as normal, there is little or no option for learners to demonstrate the requirement other than in the method prescribed.

Assessment comprises of three sections:

- Written Questions
- Calculations
- Practical demonstrations

To be assessed as competent a learner must pass all three elements, if they fail one, then they can be re-assessed only once more. Continued "Not Yet Competent" requires the student to re- take the course and then assessments.

If you successfully complete all assessments, and are given the result “Competent,” then you will be issued with a statement of attainment. to prove you have completed the course.

Critical Questions

The Written Questions Assessment tools contain certain questions that are deemed Critical. These questions have to be answered correctly. If a candidate does not answer one of these questions correctly, then this component of assessment is terminated immediately, and the candidate must be re-assessed as defined above.

Notice of Assessment

Formal documents known as “Notice of Assessment” are issued to students to via email from WorkSafe. These notices are used by the student to demonstrate compliance initially and a second copy is used by WorkSafe to issue licensing.

The High-Risk Work Assessor Portal is used by RTOs and their accredited assessors to manage the high-risk work competency assessments. RTOs use the portal to set up the assessment and then nominate an accredited assessor for the assessment. The assessor then plans the assessment event and records the outcomes of the assessments.

Application for License

You must apply for your High-Risk Work License within 60 days of receiving you statement of attainment, to the relevant state body. You will need to include your statement of attainment, proof of identity and the application fee.

Queensland	https://www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/apply-renew-or-replace-licences/apply-for-a-high-risk-work-licence
NSW	https://www.service.nsw.gov.au/transaction/apply-for-a-high-risk-work-licence-assessment-enrolment-number
Victoria	https://www.worksafe.vic.gov.au/high-risk-work-licence

Quality Control

All the steps outlined above are carefully managed by administration within strict timeframes that allow time for any omissions or errors to be corrected prior to the issue of the Notice of Assessment.

Following completion, ALL files relating to this training are reviewed and checked by the Training Manager before the checklist is signed off and the file closed.

State Regulators

Below is a list of all the state regulators in Australia for High-Risk Work Licenses. In most cases, you apply for the license directly to the regulator, via their website. However, for NSW, it is via the Service NSW website. If you are unsure of your state's requirements for the application, please ask your trainer.

- WorkSafe Victoria
- SafeWork NSW
- WHSQ Queensland
- SafeWork SA
- WorkSafe WA
- NT WorkSafe
- WorkSafe Tasmania
- WorkSafe ACT

8. Appendix B - Legislation

PICAC acknowledges its legal obligations under State and Federal legislation, including:

<i>2025 Standards for Registered Training Organisations</i>
These Commonwealth Regulations, enforced by the Australian Standards Quality Authority (ASQA). Compliance complaints can be made to ASQA, for example, if an RTO has not met requirements for quality of training. However, ASQA does not deal with other matters, such as complaints about fees or an RTO cancelling a course.
<i>Age Discrimination Act 2004 (Cth)</i> <i>Disability Discrimination Act, 1992 (Cth)</i> <i>Racial Discrimination Act, 1975 (Cth)</i> <i>Sex Discrimination Act, 1984 (Cth)</i> <i>Workplace Gender Equality Act 2012 (Cth)</i> <i>Australian Human Rights Commission Act 1986 (Cth)</i>
These Acts are all Commonwealth legislation that prohibit discrimination due to the protected attributes (age, disability, race, sex, and gender). The Australian Human Rights Commission Act establishes the Australian Human Rights Commission (website: https://humanrights.gov.au/), which investigates and resolves complaints of discrimination.
<i>Commission for Children and Young People Act 1998 (NSW)</i> <i>Commission for Children and Young People Act 2000 (Qld)</i> <i>Commission for Children and Young People Act 2012 (VIC)</i>
This legislation establishes the commission and aims to promote and protect the rights of children. The commission supports and regulates organisations that work with young people.
<i>Occupational health and Safety Act 2004 (VIC)</i> <i>Work Health and Safety Act 2011 (Qld/NSW)</i>
All states, except Victoria, have implemented a version of the Commonwealth Work Health and Safety Act 2011 (Cth). The states that have implement this model act all have very similar WHS legislation now, although it is enforced by the state bodies individually. Safe Work Australia can answer questions about WHS policy and Worker's compensation policy. However, they also list the state WHS regulators, with contact details on this website: https://www.safeworkaustralia.gov.au/new-contact. The state regulators have the authority to deal with specific workplace matters and disputes and can also provide other WHS advice.
<i>Copyright Act 1968 (Cth)</i>
This act grants exclusive rights to creators and copyright owners, including controlling

reproduction.
<i>Fair Work Act 2009 (Cth)</i>
This legislation protects employee rights, including those regarding employment conditions. For example, there are set minimums for what workers can be paid. The Fair Work Ombudsman https://www.fairwork.gov.au/about-us/contact-us provides advice about employment conditions and can investigate some matters, such as underpayment. For issues such as unfair dismissal or bullying in the workplace, you contact the Fair Work Commission https://www.fwc.gov.au/about-us/contact-us. Check the websites of these organisations for more specific information about which matters they deal with.
<i>Privacy Act 1988 (Cth)</i>
This legislation protects personal information from misuse. The Australian Government Office of the Australian Information Commissioner (OAIC) is the misuse of personal information. https://www.oaic.gov.au/privacy/privacy-complaints/lodge-a-privacy-complaint-with-us.
<i>Competition and Consumer Act 2010 (Cth)</i>
This is the national legislation for consumer protection. Each state also has its own laws. The Australian Competition and Consumer Commission (ACCC) regulate Commonwealth consumer law and students can report breaches of contracts for VET services to them. However, the Commission does not deal with individual complaints. For consumer complaints regarding training, you can contact the National Training Complaints Hotline https://www.dewr.gov.au/about-department/contact-us. There are also resources for each state here: https://www.dewr.gov.au/national-training-complaints-hotline/resources-state-territory.

All legislation can be accessed at: www.legislation.com.au (Federal Register of Legislation) or at www.austlii.edu.au. To find specific legislation on these sites, search for the title of the legislation, or key words from it in the search function.