Policies and Procedures Manual

GCTA Pty Ltd

Robina Campus
69 Laver Drive
Robina QLD 4226

Coolangatta Campus Student Salon
4 Griffith Street
Coolangatta QLD 4225

W: www.gcta.edu.au
E: enquiries@gcta.edu.au
P: 07 5562 2567
# Contents

Commonwealth and State Legislation and Regulatory Requirements ........................................... 3
Student Eligibility Policy ............................................................................................................. 7
Complaints and Academic Appeals Policy ............................................................................... 8
Health & Safety Policy .............................................................................................................. 11
Injury and Incident Procedure ................................................................................................. 12
Equal Employment Opportunity Policy .................................................................................... 14
Delivery & Assessment Policy ................................................................................................. 14
Validation Policy ...................................................................................................................... 16
Recognition of Prior Learning (RPL) Policy ............................................................................... 19
Credit Transfer (CT)/National Recognition Policy ................................................................. 24
Transition and Teach Out Policy .............................................................................................. 26
Refund Policy ........................................................................................................................... 28
Privacy Policy ........................................................................................................................... 32
Qualifications and Statements of Attainment Procedure ........................................................... 35
Marketing Policy ...................................................................................................................... 37
Risk Management Policy ......................................................................................................... 39
Financial Management Policy & Procedures ........................................................................... 41
Information Management Policy ............................................................................................ 42
Version Control Policy ............................................................................................................ 44
Data Provision Policy ............................................................................................................... 45
Continuous Improvement Policy and Procedures ....................................................................... 47
Quality Management (Continuous Improvement) Approach ..................................................... 50
Internal Review Policy and Procedures .................................................................................... 51
Respect for Persons Policy ....................................................................................................... 52
Commonwealth and State Legislation and Regulatory Requirements

This document is the link between GCTA’s organisational standards and decision-making and the legislation and regulations which govern its operations.

Compliance with Legislation and Regulations.

GCTA complies with all relevant local, state and federal government regulations and requirements. The major requirements are outlined below. Further information is available for national (Cwlth) legislation at www.comlaw.gov.au and for Queensland specific legislation on the State Government website (www.legislation.qld.gov.au). Relevant legislation is summarised below.

GCTA will ensure that:

- Staff and other stakeholders are provided with information about legislation that significantly affects their duties via induction programs, access to GCTA intranet, staff notices/ communications regarding updates to policies and procedures where necessary;
- Relevant vocational study area legislation is reviewed for currency in the development and review processes of Training and Assessment Strategies (TAS);
- Program participants are provided with information about legislation that significantly affects their participation in their study program via the Student Handbook and orientation program.

Compliance is everybody’s responsibility to manage within their areas of responsibility and as such, each staff member is required to be familiar with the laws and regulations as well as GCTA specific policies and procedures that relate to their own role.

All staff must ensure that any issues of non-compliance which arise are promptly resolved in a manner that minimises risk to stakeholders including participants, financial loss and protects the reputation of GCTA specifically and VET in general.

GCTA’s CEO (or delegate) will be informed of new or changed legislation or regulation relevant to training and assessment activities and vocational training areas via subscription to, as a minimum:

- www.comlaw.gov.au
- www.legislation.qld.gov.au
- www.asqa.gov.au
- www.nsscnatfse.gov.au
- www.ncver.edu.au

The CEO will be responsible for ensuring that legislative changes are reflected in GCTA policies and procedures through scheduled systematic review.
NATIONAL VET REGULATOR ACT 2011 (CWLTH)
The objects of this Act are to provide for national consistency in the regulation of Vocational Education and Training (VET), and the regulation of VET using a standards-based quality framework; and risk assessments, where appropriate. Its purpose is also to protect and enhance quality, flexibility and innovation in VET; and Australia’s reputation for VET nationally and internationally. The Act also provides a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia’s social and economic needs for a highly educated and skilled population, protects students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET; and facilitates access to accurate information relating to the quality of VET.

Part 2 – Registration (Subdivision B; Section 21) of the Act requires that an NVR Registered Training Organisation (RTO) must comply with all provisions in sections 22 to 28, including:
- Compliance with VET Quality Framework including the Standards for NVR Registered Training Organisations, the AQF and the data provision requirements;
- Satisfy fit and proper person responsibilities
- Satisfy financial viability risk assessment requirements
- Cooperate with and notify the national VET regulator of material changes and provide information as requested

VOCATIONAL EDUCATION, TRAINING AND EMPLOYMENT ACT 2000 (& VETE REGULATION 2000)
This Act provides for training and employment and for other purposes.

The objectives of the Act are to ensure effective and efficient provision of high quality vocational education and training by ensuring the Training Provider:

- meets the current and future needs of industry and the community;
- is relevant to industry and community needs; and
- encourages employment opportunities.

The legislation regulates the apprenticeship and traineeship system and vocational placements.

WORK HEALTH AND SAFETY ACT 2011
This Act exists to promote and protect freedom from disease or injury to persons caused, and risk of disease or injury to persons created, by workplaces, workplace activities and certain plant, and for related purposes. The Work Health and Safety Act 2011 sets a standard of conduct and clearly describes the health and safety rights and responsibilities of all parties in the workplace. Through management of health and safety all parties take responsibility to ensure safe work practices are adhered to by all parties.
HIGHER EDUCATION SUPPORT ACT 2003
The Higher Education Support Act (HESA) is the main piece of legislation governing higher education in Australia. This Act primarily provides for the Commonwealth to give financial support for higher education and certain vocational education and training through grants and other payments made largely to higher education providers; and through financial assistance to students (usually in the form of loans).

FAIR WORK ACT 2009
The principal objective of the Fair Work Act 2009 (Cwlth) is to provide a balanced and national framework for cooperative and productive workplace relations that promotes national economic prosperity and social inclusion for all Australians.

ANTI-DISCRIMINATION ACT 1991
This Act promotes equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity and from sexual harassment and certain associated objectionable conduct. This purpose is to be achieved by prohibiting discrimination [equal opportunity, racial vilification, sexual harassment, disability discrimination, workplace harassment, victimisation and bullying], allowing a complaint to be made against a person who has unlawfully discriminated and by using the agencies and procedures established to deal with the complaint.

EQUAL EMPLOYMENT OPPORTUNITY (COMMONWEALTH AUTHORITIES) ACT 1987
The objective of this legislation is to require certain Commonwealth authorities to promote equal opportunity in employment for women and persons in designated groups and for related purposes

DISABILITY SERVICES ACT 2006
This Act relates to the provision of services to people with disabilities. The purpose of the Act is to ensure that people with disabilities have the same rights as other members of society and to encourage innovative programs and services for people with disabilities.

PRIVACY ACT 1988 (CWLTH) & PRIVACY AMENDMENT (ENHANCING PRIVACY PROTECTION) ACT 2012 (CWLTH)
This Act provides for the rights of individuals to ensure that personal details held by other persons or organisations about clients, customers and other individuals must not be released without their prior knowledge. It also allows for individuals to access the information held by other persons or organisations. The Act prescribes that information held by other persons or organisations must be secure and individuals should be advised how the information will be used.

COMMISSION FOR CHILDREN AND YOUNG PEOPLE AND CHILD GUARDIAN ACT 2000
This Act provides protection for everyone less than 18 years, through the work of the Commission. The Commission consults with young people in order to assist in decision making concerning them, is sensitive to different cultures and values, especially those of Aboriginals and Torres Strait Islanders and is readily accessible to young people.
CHILD PROTECTION ACT 1999
An Act about the protection of children, and for other purposes. The purpose of this Act is to provide for the protection of children. The principles of this Act are that every child has a right to protection from harm and that the welfare and best interests of the child are of paramount importance.

RIGHT TO INFORMATION ACT 2009
An Act to require information concerning documents held by government to be made available to members of the community, to enable members of the community to obtain access to documents held by government and to enable members of the community to ensure that documents held by government concerning their personal affairs are accurate, complete, up-to-date and not misleading. The object of this Act is to extend as far as possible the right of the community to have access to information held by Queensland government.

PUBLIC HEALTH (INFECTION CONTROL FOR PERSONAL APPEARANCE SERVICES) ACT 2003
The purpose of this Act is to minimise the risk of infection that may result from the provision of personal appearance services. This Act specifically covers the means by which beauty therapists handle waste after contact with their clients. This includes any procedures intended to maintain, alter or enhance a person’s appearance including facial or body treatments, application of cosmetics; manicure or pedicure; application of, or mending, artificial nails; epilation including by electrolysis or hot or cold wax.
Student Eligibility Policy

It is the policy of GCTA for the Admissions Team to meet individually with every applicant to the Academy. At this interview, students are ‘questioned’ to allow GCTA to gain a better understanding of the individual as a potential GCTA student.

The interview serves multiple purposes, the two main objectives being:

i. The determination of the ideal qualification or course for the individual’s needs and career objectives; and

ii. Assessment of the individual as a potential student; that is, whether they personally would be able to fulfil the learning and assessment requirements of the GCTA qualification or course.

GCTA recognises that although potential students have different abilities, they should all have reasonable opportunities to demonstrate their abilities, to use them to their best effect, to improve them and to benefit from them. This policy was created to reflect GCTA’s ability to accept and cater for individuals with variable learning requirements.

GCTA is committed to ensuring that all students have a reasonable chance of achieving a qualification. For this reason, they may advise applicants to consider alternative career or course choices if there is reasonable doubt about an applicant’s aptitude to manage the course work (with moderate additional support), attitude to meet industry requirements or a genuine interest in pursuing a career in this field.

The Admissions Team is responsible for assessing the individual’s readiness to apply for a course. They are also responsible for communicating any learning or other difficulties to the teaching staff to ensure any individual learning needs are catered for in classroom situations.
Complaints and Academic Appeals Policy

Preamble
GCTA’s high quality teaching and experienced staff and their continuous liaison with industry on techniques and work standards minimise the likelihood of student dissatisfaction. Nonetheless, if a student feels that he or she has grounds for complaint, he or she has the right to represent this concern.

Purpose
This policy is to ensure that all GCTA students are aware that they have a clear right to fair and equitable treatment in all of their dealings with GCTA. The Academy regards any expressed dissatisfaction as valuable feedback; important learning opportunities and input to its continuous improvement process. Any student who believes that he or she has been unfairly treated in any way has the right have their case dealt with fairly and effectively, and is invited so to do.

Policy
GCTA is committed to the highest standards of education and professional service. In the event that any student perceives they have been treated unfairly or inappropriately, they should address the issue by following the procedure outlined below.

GCTA aims to:
- foster a culture that welcomes complaints as a valid opportunity to improve organisational or academic processes or products;
- ensure that complaints are resolved promptly, objectively, fairly, with sensitivity and confidentially;
- ensure that both corrective and preventative actions are implemented to prevent recurrence of issues.

A complaint is generally directed at the general performance of GCTA or its staff in the delivery of products or services.

An appeal is a request to review or reconsider a decision or outcome and in a Registered Training Organisation can be specifically about an assessment outcome (often referred to as an ‘academic appeal’) or a more general decision, including but not limited to decisions relating to:

- unsatisfactory complaint resolution;
- behavioural misconduct and possible resulting disciplinary action taken by GCTA;
- refunds or non-payment of fees (potentially relating to withholding of award);
- matters relating to a person’s application for study and enrolment outcomes;
- the management of personal information;
- an academic decision including assessment and results;
- training and assessment facilities and learning resources
- staff behaviour
Students should endeavour to bring complaints and appeals to the attention of GCTA staff as soon as possible after they arise. GCTA may be less able to investigate complaints or appeals that are notified after passage of time.

All complaints and appeal processes will be actioned as promptly as possible.

Where external mediation or arbitration is undertaken in efforts to resolve a complaint or appeal, GCTA will uphold and implement any findings, decisions, corrective or preventative action required. Students will have access to all internal processes without charge. Any costs for external mediation and/or arbitration, where internal processes are exhausted or if specifically requested by the complainant, will be shared equally by GCTA and the complainant.

**Procedure:**
In the first instance, students are encouraged wherever possible, to resolve issues or concerns informally and directly with the person(s) concerned.

If this is not possible, students should contact the Deputy Principal to discuss the issue and formalise the complaint or appeal.

The Deputy Principal will:
- inform the student of his or her rights. Students will be required to document their issue(s), including the desired outcome to resolve the issue, in writing via email or letter to enable appropriate investigation. Receipt of the compliant/appeal will be acknowledged within 5 working days, and the complaint process will commence no later than 10 days from the receipt of the complaint.
- unless they are the subject of the complaint or appeal, arrange an appointment to interview the student in depth at the earliest possible time, allowing the student to be accompanied by a support person if necessary and referring them to an alternative member of staff if more appropriate or if this is preferred;
- listen objectively to the student’s representation, clarifying as necessary; ask questions, identify and note the nature, sequence and consequences of the reported incident, allowing the student an opportunity to verbalise his or her concerns;
- clarify the student’s purpose and the desired outcome of the complaint. No pressure will be applied to the student to achieve a specific result.
- where a matter is resolved at this stage, the staff member must then determine whether some adjustment to the policies, procedures, culture or other aspect of GCTA operations might require modification. This is achieved through input to the continuous improvement process.

If no satisfactory resolution is obtained, the student may escalate the complaint (internal appeal) to the Principal/CEO who will review the complaint and seek a mutually agreeable resolution, including the option of external mediation (Independent mediators will be sourced through LEADR, the Association of Dispute Resolvers. Costs are currently from $132 to lodge a request for mediation, with actual per hour costs dependent on the complexity of issues and time required to resolve).
Students may also lodge an unresolved complaint with the National VET Regulator, ASQA at

Complaints Team
ASQA
GPO BOX 9928
Melbourne VIC 3001

Where a student chooses to access this policy and procedure and initiate a complaint or appeal, GCTA will maintain their enrolment whilst the process is ongoing.

Records of all complaints and appeals, including but not limited to written documentation, recordings where applicable, and notes, will be retained for 5 years from the initial lodgement of the complaint or appeal. Privacy legislation and access to personal information policies apply.

Nothing in this policy and procedure limits the rights of individuals to take action under Australia’s consumer protection legislation or circumscribe an individual’s right to pursue other legal remedies.
Health & Safety Policy

Preamble
GCTA has a legal obligation to protect all workers, students and bona fide visitors from the risk of injury or illness, as far as practicable, while on campus. It is the policy of GCTA to maintain an effective Health and Safety Program based on compliance with relevant Acts, Codes, Regulations and Standards. This policy means that:

- Staff members are required to actively participate in, encourage and support workplace health and safety initiatives;
- Individuals are required to report and/or rectify any unsafe conditions that come to their attention;
- Staff members are to ensure that students under their guidance are appropriately briefed and behave in a responsible and safe manner at all times.

The commitment of all staff members to the Workplace Health and Safety Program and the elimination or control of workplace hazards is required. Each individual is personally responsible for working in a safe and healthy manner, following safety rules and actively participating in safety training.

Conditions and behaviour at GCTA are conducted in accordance with Work Health and Safety Act 2011. Division 4 – Section 28 and 29 of this Act states:

While at work, a worker [or other person, including students] must:

a. take reasonable care for his or her own health and safety; and
b. take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and
c. comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act; and
d. co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

GCTA will not knowingly demand or expect any person to participate in any activity which is beyond their personal capability or is likely to be detrimental to their health, safety or personal wellbeing.
Injury and Incident Procedure

Purpose
To ensure compliance with regulatory requirements relating to the reporting, investigation and correction of incidents and to collect accurate data for incident and injury prevention.

Scope
The following procedure applies to incidents related to any employee, contractor, student or visitor of GCTA:

- whilst present in any building or facility or on any ground owned, occupied or managed by GCTA; or
- in the course of, or as a result of, any occupational, educational, commercial, or activity endorsed by GCTA, whatever its location.

Definitions:

Incident: means any unplanned event within the scope of this procedure that causes, or has the potential to cause, an injury or illness and/or damage to equipment, buildings, plant or the natural environment. Incidents range from near-miss incidents to serious incidents and emergencies.

Serious Incident: means an incident which results in:
- the death of any person; or
- a person requiring medical treatment within 48 hours of being exposed to a substance; or
- a person requiring immediate hospital treatment as an in-patient in a hospital; or
- a person requiring immediate medical treatment for:
  - amputation;
  - serious head injury;
  - serious eye injury;
  - separation of skin from underlying tissue (for example de-gloving or scalping);
  - electric shock;
  - spinal injury;
  - loss of bodily function; or
  - serious laceration.

It also includes dangerous occurrences which seriously endanger the lives or the health and safety of people in the immediate vicinity. Such dangerous occurrences include:
- collapse of a building or structure;
- implosion, explosion or fire;
- escape, spillage or leakage of substances.

Injury or illness: covers any injury or illness incurred by any person whilst present on GCTA campuses, and any illness which is thought to be in some way related to the college. It includes the recurrence or aggravation of any pre-existing injury or illness.
Very Minor Injury or Illness: means an injury or illness that only causes discomfort or short-term pain, has no lasting effect, has no foreseeable potential to worsen, and was caused by trivial and isolated causes. Typical examples include paper cuts, small bumps and bruises, minor scratches, temporary headaches or indispositions, etc.

Actions
General Incident Reporting Requirements
Employees, students, contractors and visitors must report all incidents as soon as possible:

- employees and contractors must report incidents to the Deputy Principal;
- students and visitors must report them to the supervising staff member; and
- Staff members to whom an incident has been reported must follow the instructions shown in the following sub-sections.

Serious Incidents
Immediately contact the Deputy Principal and send a completed injury report to the Deputy Principal within 24 hours of the incident.

All injuries and illnesses other than very minor

- Ensure that the injured person has been cared for;
- advise the Deputy Principal within one working day preferably by providing them with a copy of the incident report form and ensure the form is completed and signed.

The sequence for completing injury forms is as follows:
1. Initial verbal report by injured person to staff member.
2. Staff member ensures that incident report form is completed and provides the original to Deputy Principal
3. Deputy Principal investigates circumstances and contributing factors of injury, and recommends corrective actions to Principal.
4. Principal reviews form and amends or endorses proposed corrective actions. The Principal must sign and file the incident form.

Very minor injuries and illnesses
Organise prompt first-aid treatment.

Near miss incidents with potential to be serious
Complete an incident report form within two working days of the initial report, noting the degree of severity.

Responsibilities
All employees, students, contractors and visitors are responsible for the initial report of incidents.

Administration staff and Deputy Principal are additionally responsible for:

- informing staff, students, contractors and visitors of the need to report incidents promptly;
- ensuring that incident report forms are easily accessible to all their staff; and
- complying with this procedure for incidents reported to them.
Equal Employment Opportunity Policy

GCTA complies with current equal employment opportunity legislation.

GCTA recognises that although staff members have different abilities, they should all have reasonable opportunities to demonstrate their abilities, to use them to their best effect, to improve them and to benefit from them.

The best person for a position, promotion or additional training will be selected on the basis of their knowledge, skills and experience against specified selection criteria.

GCTA Position Descriptions provide the selection criteria, contextual issues and any industry requirements.

Delivery & Assessment Policy

Delivery and Assessment Guidelines
GCTA’s delivery and assessment is an integrated aspect of its action-oriented learning methodology. Wherever achievable, the College’s learning strategies are multi-faceted and integrated to provide learners with a structured skills development process in an appropriate context.

This means that in most cases assessment is holistic and based on the student’s application of skills either in the classroom or in a simulated workplace situation. Several units may be delivered and assessed concurrently within an integrated skills development strategy.

Assessment is a key learning tool in GCTA programs. Regular assessments that integrate all aspects of competency are program requirements for all students. Assessments use a range of methods including observation / demonstration, questioning during practical demonstrations and practical assessments, case studies, scenarios, simulations and written assessments including tests, learning activities and research assignments.

The aim of all assessment undertaken is to both reinforce learning and provide evidence of capacity to perform the required task or tasks to industry standards, including management of the particular task and environment, as appropriate to the level of qualification and area of responsibility. An assessment results in a judgement that the student is competent in all respects of the competency or has not yet reached that standard. GCTA ensures that sufficient, appropriate high quality evidence is collected upon which to base an effective judgement.

As a Registered Training Organisation, GCTA is required to ensure that students are assessed against units of competency in an order dictated by pre-requisite and corequisite requirements specified in the national training package.

In order to facilitate group progress it is also a requirement for all students to satisfy all of the requirements for competency by the prescribed final date shown in the timetable.
GCTA staff members monitor students' learning for any problems with language, literacy or numeracy and where necessary facilitate access to the range of support activities available.

GCTA courses recognise the differing needs of students, especially those re-entering the workforce. Every effort is made to provide flexibility in its approaches to both learning and assessment. However, while assessments can be rescheduled or adapted to differing situations, at no stage will the standard of performance or knowledge required in the assessment be compromised. This is particularly the case where any flexibility would result in an outcome below the level required in the industry.

It is a requirement for all students to undertake all assessments that occur on the set date for each activity.

1. Students are required to complete their exams in class. Teachers will be responsible for recording the attendance of students on exam days.

2. If a student is not present on the day of the exam, they will have an opportunity to re-sit the exam within two (2) weeks of the original exam date. Students who are part of the Nurture program may negotiate an alternate time frame with the relevant teacher.

3. Training staff will be responsible for marking the exams. Upon completion of the unit, Training Staff must complete the unit completion sheet and return all exams and assessments to Administration.

4. Administration is responsible for the proper recording and filing of final results.

5. Students may request a copy of their marked exam (or other assessment) when this process is complete. Students' original completed assessment items will be retained by GCTA for 6 months from the date of completion of the unit of competency per ASQA’s General Direction Retention requirements for completed student assessment items.

6. All assessment other than exams should be submitted via the GCTA Learning Centre. Staff members are responsible for marking the assessments. Upon completion of the unit, staff must follow the procedure documented immediately above at c and d.

**Cheating and Plagiarism**

Students who are found cheating or are guilty of plagiarism on any form of assessment/exam will be required to re-submit or re-sit the piece of assessment/exam. This resubmission or re-sit will be considered a final submission for the purpose of providing evidence and no additional re-submissions will be allowed. Students who are found cheating or guilty of plagiarism for a second time will be referred to the Deputy Principal for disciplinary action.

Students will receive an official written warning which will be placed in their file.

Continued behaviour of this kind may result in the student being expelled from the Academy.
Validation Policy

GCTA is committed to the continuous improvement of its assessment process, tools and outcomes for students and ensuring compliance with national standards of delivering quality training and assessment.

As such GCTA will ensure that it reviews assessment processes and supporting tools on a regular and systematic basis to ensure training outcomes are consistent and that assessment is valid, reliable, fair and flexible and meet training package requirements.

Moderation and validation are processes designed to improve course and assessment design and practice and enhance student learning.

At GCTA moderation is the process of bringing assessment judgments and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency.

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Validation ensures that as well as verifying the assessment instruments meet the elements, essential skills and knowledge in the specified context of the training package unit of competency, it also meets the principles of assessment which are required to ensure quality outcomes.

The principles of assessment specify that assessment should be fair, flexible, valid and reliable as follows:

a. **Fair**: Fairness requires consideration of the individual candidate’s needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student(s) to ensure that the student(s) is/are fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

b. **Flexible**: To be flexible, assessment should reflect the students’ needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.

c. **Valid**: when the process is sound and assesses what it claims to assess. Validity requires that: (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance; (b) assessment of knowledge and skills must be integrated with
their practical application; and (c) judgment of competence must be based on sufficient evidence.

d. **Reliable**: refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

**Rules of Evidence** are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

a. **Sufficient**: relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The specific evidence requirements of each unit of competency provide advice on sufficiency.

b. **Authentic**: that the evidence presented for assessment is the students' own work.

c. **Current**: relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

**Reasonable adjustment** are adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the criteria for making an assessment judgment should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

**Policy**

GCTA adopts a systematic approach to the moderation and validation of the assessment strategies to ensure and maintain integrity. This approach will incorporate the design and development of the assessment tools and the overall assessment strategy and activities / tasks.

The process will be documented and analysed to facilitate necessary improvement to assessment.

**Procedure**

**Validation**

GCTA teachers participate in an annual 1 week In-Service Program facilitated by the Academic Coordinator where units of competency are validated.

In addition, GCTA convenes an Academic Committee comprising 2 x teachers, 2 x Deputy Principals and the Academic Coordinator to review assessment issues raised, and endorse necessary improvements.
Validation processes will include, but are not limited to ensuring that:

- assessment strategies meet the specified requirements of the training packages as well as the available facilities and resources of GCTA and are industry valid;
- assessment tasks are aligned with and reflect course-learning outcomes
- assessment items so not to advantage or disadvantage any students
- assessment strategies to achieve the required outcomes and ensure those outcomes are as impartial and fair as possible; take into account learning styles, participants’ knowledge of the English language and their literacy level, and cultural background
- contents are set at the appropriate level
- there is enough time for students to complete the task(s) well and/or within industry timeframes
- the assessment does not disadvantage students and formulate reasonable adjustment limitations
- assessors fully understand ‘reasonable adjustment’. That is, what it looks like in practice, and what it is limited to whilst still maintaining the integrity of the competency judgement
- instructions and marking guides are clear for both participants and assessors

Following the application of the assessment, moderation will ensure that the assessment tools have been applied consistently and according to the validated/agreed criteria by

- Sampling assessment from different assessors and their application of the marking criteria/benchmarks, that resulted in their determination of competency judgment
- Identify potential ‘marking’ inconsistencies, cultural issues and subjectivity and amend where necessary
Recognition of Prior Learning (RPL) Policy

Preamble
Recognition of Prior Learning (RPL) in the Vocational Education and Training system is available to ensure that individuals receive appropriate recognition for their current level of competence whether it is gained through formal or informal training, work or life experiences.

Objectives
1. To increase the access of suitably skilled, experienced and informed individuals to the employment and the Vocational Training System through recognition of existing skills, knowledge and experience.
2. To ensure that RPL is an integral component of the assessment of an individual’s eligibility for a qualification.
3. To ensure that the GCTA RPL policy and processes are consistent with the VET Quality Framework.
4. To ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to identify and accurately assess competencies held including task and task environment management appropriate to the level of qualification involved.
5. To promote non-traditional learning processes as valid pathways to competency and to recognised training outcomes.

Assessment Processes for Recognition of Prior Learning
The RPL processes upon which this policy is based ensure that the principles of assessment and rules of evidence are incorporated in RPL judgements, including that assessment processes shall be valid, reliable, flexible and fair, and will require the examination of sufficient, relevant and current evidence to make an informed judgement.

Risk Management and Quality Assurance
The quality of RPL assessments is influenced by the amount, level and integration of evidence collected via varying methods; the degree of rigour employed; and the sophistication of the evidence analysis process.

Procedure
This policy provides opportunities for all potential GCTA students to seek recognition of previously acquired skills and knowledge as they relate to the specific outcomes of a VET program or qualification.

The RPL process for enrolled students includes the following seven stages:
1. Information
2. Support and Counselling
3. Self-Assessment
4. Application
5. Assessment
6. Notification and Post-Assessment Guidance
7. Record Keeping
Stage One: Information
This stage of the process ensures that students know that RPL is available. Information is provided to students via varied methods and at various stages of the enrolment process:

- Printed material providing information about the RPL process in student materials
- Verbal information provided over the phone
- Verbal information provided at interview
- Information available in the Student Handbook
- Verbal and written information provided at Orientation

Stage Two: Support and Counselling
This stage of the process ensures that students receive adequate advice and counselling prior to entering into the application process for RPL. Staff are able to provide initial advice as to how and where RPL should be sought. This advice may be given at interview or at a later stage in the process.

- Advice and counselling can be given by staff on the process and competencies required
- Training staff may recommend a student for RPL after observing them in class and discussing prior experience
- Additional counselling is provided to students at interview and at orientation

The staff member(s) responsible for RPL will facilitate the student’s understanding of the time restrictions, costs and benefits to them of RPL and recommend that they review the documentation for the units of the qualification for which they seek RPL, as well as the units linked with them for delivery or assessment purposes. This review also needs to include the assessment processes the academy employs for these competencies.

Stage Three: Self-Assessment
This stage of the process ensures that students are personally aware of the administrative and competency-based requirements of an RPL application. Students should only enter this stage of the process after they have discussed their potential application with a staff member.

- The student is required to undertake a comprehensive self-assessment against the specified outcomes of the relevant unit(s) as documented in the training package.
- The student should examine every performance criterion, as well as the underpinning knowledge, the critical aspects of evidence and the task management requirements as well as the generic requirements for competence at the relevant qualification level.
- Students in this situation will not be given access to the detailed marking guides for the units for which they are seeking RPL, as these are commercial-in-confidence documents for use by GCTA staff in the performance of assessment duties only. However, they may be provided with access to unit details.
The student should then make his or her own decision as to whether he or she still believes that he or she can demonstrate or provide other conclusive evidence that he or she:

- can meet all of the performance criteria with demonstrated current, relevant, appropriate level experience
- knows and can apply all of the underpinning knowledge, and
- can demonstrate effective performance against all of the critical aspects of evidence
- can demonstrate a level of task management skills that meets the stated criteria and the level of qualification in which it is being undertaken

If the individual is satisfied that he or she can demonstrate all of the above, he or she must complete a Self-Assessment for RPL Form.

**Stage Four: Application**

This stage requires the student to formally apply for RPL recognition. This stage must be completed within the first term of the chosen qualification. In the event that the student is applying for RPL on a unit taught during the first term, RPL applications must be submitted prior to the end of the third week of teaching classes. If no application is made, RPL will not be available for the units commenced in the first term. The application process involves:

- Completion of an Application for RPL form from Administration. This may be done with the assistance of an able GCTA staff member
- Student collects evidence to support their claim of RPL. This may include:
  - Current resume
  - Validated statements or references of work experience from employers, supervisors or community representatives
  - Documented evidence of any courses/workshops attended
  - Written Assessments
- Student submits the Self-Assessment Form, RPL Form and Evidence to Administration
- Administration logs the form and advises the student that the outcome of the assessment will be available within 2-4 weeks.
- Administration assesses what further assessment will be required and speaks to the staff member responsible.

GCTA does not accept applications for RPL recognition until the student is enrolled in a GCTA qualification and has paid their deposit. However, discussions at interviews or through enquiries may provide an indication of potential RPL recognition upon enrolment.

**Stage Five: Assessment**

This stage is the most crucial of the RPL recognition process. It requires that an appropriate person process the application to assess it for validation. The staff member responsible for this stage of the process is determined by the nature of assessment required. For assessments in competencies within the Beauty industry, only qualified training staff may be responsible for the assessment of practical or theoretical skills. Assessors must:
• review the information in the self-assessment form and other evidence provided and form an initial opinion of the effectiveness of the evidence in substantiating the claim;
• advise the individual on the overall likelihood of his or her achieving RPL;
• provide an estimate of the probable costs of the practical RPL assessment;
• advise on the impact of RPL on a student’s involvement in cluster-based delivery and assessment.

Throughout this process, the staff member responsible for RPL assessment must draw upon his or her professional judgement to ensure that the applicant is treated fairly, reasonably and responsibly. To this end staff members should, where necessary:

• Document any investigative tasks completed and record their outcome or relevance;
• Interview the student about their competence and assess their confidence levels in the field;
• Request additional documentation or evidence towards the RPL;
• Conduct a practical assessment to validate the student’s competency in the field, including reference to any pre or co-requisites to the unit they are assessing.

When the teacher has completed this process he or she can take one of three actions:

1. If the staff member is not satisfied that the evidence provided adequately proves the student’s aptitude in the unit(s) concerned, this decision must be recorded and reasons provided.
2. If the staff member is partially satisfied with the student’s competence, the staff member must recommend the applicant for Gap Training. Where skill gaps are identified, a pathway to complete training in the outstanding units can be negotiated to assist the student in gaining the full recognition. Once the student has completed Gap Training, the application will be reconsidered by the staff member concerned, taking into account the recent training. Additional charges may apply for this training and this is to be negotiated with GCTA Administration.
3. If the staff member is completely satisfied that the evidence provided by the student and witnessed in the practical assessment (where applicable) is sufficient to justify the recognition of RPL for a unit, the teacher must record their decision on the assessment sheet, making reference to the evidence which justifies their assessment. This assessment form and the initial application form must be signed off and approved by the GCTA Administration.

**Stage Six: Notification and Post-Assessment Guidance**

Upon making any of the decisions outlined above in reference to an RPL application, the GCTA Administration responsible for the application has seven (7) days to communicate the result with the applicant.

Results of RPL decisions should be conveyed to students in a face-to-face environment where possible. Any appeals regarding exemptions may be made in accordance with the Academic Appeals Process.
Stage Seven: Record Keeping
Keeping accurate, complete records of the RPL process is necessary to ensure compliance with educational requirements and guidelines. Staff involved in the RPL process should record as much information as possible on the Application and Assessment Forms.

Following an RPL decision, this information should be recorded on the Student Data Management System and filed accordingly.

Fees and Charges for Recognition of Prior Learning Services and Assessment
The principles of access and fairness are always the basis for service fees and charges levied by GCTA. RPL is assessor-intensive and as a result, GCTA has devised a fee and charges system for RPL based on the amount of assessor time outlaid in evaluating evidence for individual units of competence.

The base line for charges for RPL services is the fee for training to achieve the particular outcome. Where evidence of competence is practical, therefore requiring additional assessor time, equipment and facilities, the cost will be adjusted accordingly. Any practical assessment requirements arising from this service are chargeable at the prescribed hourly rate for the services of staff assessors involved required.

The charge out rate for assessor staff performing a practical assessment is currently $80 per hour depending on requirements for facilities, equipment and subjects.

Students will be advised of all fees at interview.

In the event of a successful RPL application for a unit or group of units that form part of a course, GCTA will award the enrollee a cost deduction from the full qualification fee for those units that have been achieved via the RPL process. The cost of non-successful RPL will not be credited against course fees.
Credit Transfer (CT)/National Recognition Policy

Preamble
Credit Transfer (CT) involves recognising previously completed accredited training undertaken with another Registered Training Organisation. GCTA recognises qualifications and units of competency from national training package qualifications and nationally accredited courses issued by other RTOs as required by the VET Quality Framework. GCTA follows the following rules when considering CT:

1. Where the national course or unit codes are the same, the process of CT applies.
2. Should the unit code relate to an earlier version of a course or unit or a predecessor unit, CT will be applied where the unit(s) concerned are from the immediately preceding version of the training package and are listed as equivalents in the training package developer’s (Industry Skills Council) mapping guide.

In all other cases the RPL process must be followed. This will ensure that all components of the current course or unit have been met to the required standard.

Process
Stage One: Information
This stage of the process ensures that students know that CT is available. Information is provided to students via varied methods and at various stages of the enrolment process:

- Verbal information provided over the phone
- Verbal information provided at interview
- Information available in Student Handbook
- Verbal and written information provided at Orientation to ensure all students are aware

Stage Two: Application
This stage requires the student to formally apply for CT. This stage must be completed within the first term of the chosen qualification. In the event that the student is applying for CT on a unit taught during the first term, CT applications must be submitted prior to the end of the third week of teaching classes. If no application is made, CT will not be available for the units commenced in the first term. The application process involves:

- Student takes an Application for CT form from Administration and completes the form. This may be done with the assistance of an able GCTA staff member
- Student provides evidence to support their application for credit recognition. This must include official evidence from a RTO substantiating the claim to Credit. This could be:
  o Records of previous course of study, including results and currency
  o Original or certified copies of formal documentation, e.g. Certificates, degrees
- These documents must include the RTO’s national provider number and the course and other relevant national codes. Any other evidence relevant to the application should also be provided to reduce the need for further requests of evidence.
- Student submits the CT Form and Evidence to Administration
- Administration logs the form and advises the student that the outcome of the assessment will be available within 2-4 weeks.
• Administration assesses if any further assessment will be required and makes a request to the Academic Coordinator to process the application.

GCTA does not accept applications for CT until the student is enrolled in a GCTA qualification and has paid their deposit. However, discussions at interviews or through enquiries may provide a rough indication of potential CT available upon enrolment.

GCTA Administration will be responsible for checking the equivalencies and ensuring that CT is a valid option for the student. Where credit transfer is granted for a single or some units of a group or cluster of units being delivered and assessed holistically, the student can expect to be required to attend all learning and assessment activities for the group to which they belong, unless individual arrangements are made with the Deputy Principal.

• Credit transfer is only available for nationally endorsed qualifications completed with RTOs.

**Stage Three: Notification and Post-Assessment Guidance**

Results of CT decisions should be conveyed to students in a face-to-face environment where possible. The financial implications of the CT assessment should be confirmed with the student at this point to ensure mutual understanding as to the financial benefit associated with CT.

Any appeals regarding credits may be made in accordance with the Complaints and Appeals procedure.

**Stage Four: Record Keeping**

Following a CT decision, information including the student’s Credit application form and associated evidence should be retained, recorded on the Student Data Management System and filed accordingly.
Transition and Teach Out Policy

1. Purpose:
The Standards for NVR Registered Training Organisations 2012, require registered training organisations (RTO) to manage the transition of their scope of registration and enrolled students from superseded Training Packages within 12 months of their publication on the national register (training.gov.au) so that they only deliver currently endorsed Training Packages. This ensures that a student receives the current (endorsed or accredited) training product.

However, where a student (not the RTO) would be genuinely disadvantaged in transferring to that product under the prescribed transition arrangements, an RTO is permitted a period beyond the 12 months transition to ‘teach-out’ the student in his/her existing qualification, and must be able to demonstrate how the student would have experienced genuine disadvantage if made to transition earlier.

2. Policy
GTCA will monitor training package updates at all times, and ensure that they offer current national training package products. The GCTA Administration will be responsible for ensuring receipt of notifications of training package updates from training.gov.au, from the industry skills councils and/or from other relevant forums, and advising GCTA Senior Management forums as appropriate.

Students enrolled in superseded or deleted qualifications shall be evaluated to ensure they can meet the teach-out requirements.

When a qualification or course that GCTA participants are enrolled in is superseded / deleted or expired, GCTA in collaboration with the student(s) will provide timely and adequate advice and guidance to ensure students are given the opportunity to transfer to replacement training package qualifications or accredited courses, or alternatives.

3. Procedure
Scope of registration
Within 12 months of a qualification, unit of competency or accredited course being superseded, GCTA will prepare for the replacement qualification to be added to its scope of registration (assuming business viability of the qualification is determined).

Teach-out period
GCTA Academic Coordinator together with Deputy Principals will evaluate current / enrolled students’ progress in the superseded qualification. If transitioning into the new qualification genuinely disadvantages * students or individual students, GCTA may continue to deliver training and assessment services, complete the participant and issue the relevant award within six months after the expiry of the 12-month transition period.

Students experiencing difficulty in completing a superseded qualification within 18 months or a superseded unit of competency within 12 months of the date of publication will be issued with Statement of Attainment and assisted to transfer to either the new qualification if GCTA has registered, an alternative qualification or an
alternative RTO as necessary.

*ASQA General Direction Transition and Teach-Out (v 2 June 2014) states that

‘Genuine disadvantage is where the disadvantage to the student outweighs the advantage to the student being enrolled in and receiving the most current qualification upon completion. Below are situations that may result in a student experiencing genuine disadvantage. The below list is not exhaustive:

- a requirement to undertake additional units of competency
- a fundamental change in the structure or content a training program
- a significant change in training venue or delivery mode
- an extension to the enrolment period
- an additional financial expense
- a change to apprenticeship/traineeship contract terms
- a change to a student’s residency visa status

Current Participants
Any GCTA participants enrolled in a superseded qualification or unit of competency should be transitioned as soon as practicably possible following approval of registration onto GCTA’s scope, unless there will be genuine disadvantage to them to do so.

This procedure must be completed within 12 months from the date of publication. A student must not continue training in any qualification, course or unit of competency beyond the combined transition and teach-out periods under any circumstances.

New Participants
GCTA may choose to commence delivery and assessment to new participants in a superseded qualification or unit of competency but only while it is still in transition period (this may be whilst registration for a new qualification is pending). Students should be advised on enrolment that they may need to complete by a certain time, or undertake transition. No new students may be enrolled in a superseded qualification whilst it is in teach out.
Refund Policy

General Conditions
The information provided regarding refunds (whether refund of actual fees paid or re-crediting VET FEE-HELP balances) applies to all GCTA students including those accessing VET FEE-HELP arrangements.

VET FEE-HELP students should also refer to GCTA’s Student Review Procedures for Re-Crediting a FEE-HELP Balance.

‘Census’ date is a term applied for VET FEE-HELP purposes to nominate a publication date set by GCTA, no earlier than 20% of the way through a VET Unit of Study, on which decisions about the status of enrolment and the determination of VET FEE-HELP obligations are made. In the interests of equity, GCTA has applied the census date to all refund decisions for both VET FEE-HELP and non VET FEE-HELP students.

GCTA reserves the right to cancel any program up to 24 hours before the commencement of the program. Should GCTA cancel any program; enrolled students will be entitled to a refund of all fees already paid. Alternatively, they may opt to have the funds transferred to a future or alternate program. GCTA cannot guarantee that all qualifications will be available at a specific campus.

In the event of a student initiated withdrawal from a program, the nature and extent of any entitled refund is determined by the timing of the withdrawal.

Short course fees are non-refundable. At the point of withdrawal, the student is liable for the full cost of the enrolled course.

Fee Payment
GCTA’s VET Tuition Fee Schedules are published on the website.

Non VET FEE-HELP students are required to pay a $1000 deposit to secure their enrolment. GCTA does not accept more than $1000 student fees in advance, and course fees are paid progressively via agreements with the third party provider; FFA PaySmart. All payments for tuition are to be made a fortnight in advance.

Under the agreement with PaySmart, if payments are not received on time due to “Insufficient Funds” or a “Declined Transaction”, students will incur a late fee of an additional $15.00 charged by PaySmart. These details are included in the Terms and Conditions of the PaySmart agreement.

Withdrawal
A full refund of all fees paid for Diploma (and Certificate courses) will be made if the student withdraws (and formally notifies GCTA of their withdrawal) prior to census date.

Students are required to return all materials issued in original condition.
After census date

1. Fees paid for Units of Study commenced where the student has not formally withdrawn by the census date are not refundable (and VET FEE-HELP students will incur full liability);
2. Students are liable for payment for the units commenced at this date for the study term. GCTA treats all subjects the student is enrolled in prior to receiving application to withdraw or defer as ‘commenced’ (regardless of participation or attendance);
3. If a student withdraws, all outstanding course work and full payment must be received prior to the issuing of any certification including qualification or statement of attainment;

Medical or other extenuating circumstances associated with the withdrawal shall be assessed on a case-by-case basis. Where a student can provide a medical certificate or show extreme personal hardship, a different refund scheme may be authorised on a case by case basis determined by the Deputy Principal.

Short Courses paid by instalments

GCTA short course students are able to pay their course fees in weekly or fortnightly instalments over the duration of course through third party provider FFA PaySmart.

If a student wishes to withdraw from a short course they will be liable for the full cost of that course. If this sum is less than the amount paid to date through the FFA PaySmart agreement, the student is required to pay the difference as soon as possible.

Deferral

While refunds may be available to withdrawing students a student may opt to transfer to a later program (Defer). The opportunity to return to study after deferral lapses after 12 months, or the change of a training package version. A student is only allowed to defer once without having to re-enrol and without incurring full course costs again.

The policy for deferral of courses at GCTA is outlined below. In all cases, the outcome will be determined on the basis of how individual circumstances fit within the policy requirements; and the determination is ultimately at the discretion of the Deputy Principal. While a deferral may be granted, it will normally be for the next available course with recommencement within 12 months.

Re-enrolment in a particular course is dependent on the availability of place. In addition, if fees increase during the deferral period, the student may be required to pay the difference.

Every effort is made by GCTA to accommodate circumstances that require an individual to defer. However as a training organisation, there is only so much that GCTA can reasonably do to assist individual students.
Procedure
GCTA allows students to defer for up to 12 months. Fees are held in credit and applied to the student account. When a student defers, he or she is required to join the next available group when recommencing studies.

To request a deferral the following process applies:

1. Student must contact the Deputy Principal to arrange a deferral interview
2. At interview the student will be guided through the options for recommencing dates, partial completion transcripts and program options.
3. To confirm deferral the student must complete the Deferral Application Form and submit to the Deputy Principal. The student will be informed of how many units are required for completion of their qualification.
4. The Deferral Finance Policy then applies to all deferred students.

Deferral Finance Policy

Before the Census Date

1. Students who defer prior to the next census date will not incur fees or liability for the following Unit of Study.
2. Students cannot defer prior the first census date. Students may reapply for entry at the next available intake without prejudice.

After Census Date

1. Students who defer after the census date of their current term will be liable for all fees for the current Unit of Study period.
2. Students who defer during a Unit of Study are liable for all fees up to the next census date.

The student is responsible for recommencing the course within 12 months. GCTA honours the price of the enrolled course for 12 months only. If the student does not recommence the course by the agreed date then the Withdrawal policy should be followed.

If a deferral exceeds 12 months without communication with GCTA then the GCTA Activated Withdrawal policy applies and the student forfeits all fees paid to GCTA and a place at the school.

In exceptional circumstances GCTA may approve an extension of a 12 month deferral. To apply for the extension to a deferral a student must contact the Academy prior to the end of 12 months and make application for exceptional circumstances.

Short course students are not eligible for deferral.

Re-joining once course has commenced
When a student has successfully completed a significant number of units, there are additional complications when attempting to recommence a qualification and simple deferral may no longer be an option. This is particularly the case when the National Training Package has introduced changes to units that have been studied in the interim. In cases where deferral involves such changes, arrangements will usually need to be made on an individual basis and a new study plan will need to be developed.
**General information**

1. When granted, deferral is for a maximum of 12 months and will only be granted once, otherwise re-enrolment and repayment is required.

2. A decision on what training is required can only be made when the former student seeks to re-join. This is because the decision will need to take into account any changes in the endorsed qualifications that have occurred in the interim.

3. A student who is not making satisfactory progress is not eligible for deferral. A deferral will only be granted to such a student by Deputy Principal in the most extenuating of circumstances, supported by the most reliable sources of evidence.

4. A student with a serious medical condition that may impact his or her performance, commitment or study or learning ability, that was declared at enrolment, and was accepted with full knowledge of the circumstances, is treated as a special case. In such cases, the Deputy Principal is authorised to exercise special consideration if reasonably necessary.

5. Issues other than the direct illness of the student or his or her immediate family will not generally be considered as grounds for deferring training.

6. In each case where deferral is being considered, the specifics of the situation should be discussed directly with the relevant Deputy Principal at the earliest possible time. However, deferral approval cannot be granted without a formal application in writing.
Privacy Policy

Preamble
GCTA will collect information, manage, use, and disclose it in a way that complies with the Privacy Act 1988 (Commonwealth), as amended in the Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cwlth).

GCTA endeavours to ensure personal information is accurate, up to date, complete and relevant at all times, and will as a matter of course, routinely update personal information in the Student Management or Customer Relations Management systems. GCTA encourages students to keep their contact details up to date and students can, at any time request access to their own personal information.

GCTA does not charge a fee for a client to access or correct personal data.

Clients may lodge a complaint or concern about the way personal information is managed (refer GCTA’s complaint procedure)


Refer also to GCTA Procedures Relating to Personal Information

Collection of information
GCTA will only collect personal information that is required for the purposes of education, or in meeting government reporting requirements and it will only be used for the specific purposes for which it was collected, including:

- Solicited information: contact information such as name, organisation, position, address, telephone, and email, employment and educational histories, referees reports, date of birth and marital status.
- Information collected which may be regarded as sensitive such as
  - ‘Disability’ and ‘long-term impairment status’ (health); and ‘indigenous status’, ‘language spoken at home’, ‘proficiency in spoken English’, ‘country of birth’ (implies ethnic/racial origin). This information is specified in NCVER statistical data elements and is collected for national data reporting requirements.
  - Dietary requirements’ (health-related) may be collected for event catering purposes only.
  - Biographical information, which may contain information on ‘affiliations’ and ‘membership of a professional or trade association’ are obtained for verification of prior learning and skills and to verify competence.

As much as possible GCTA will collect personal information directly from students, in writing in the first instance, either from an application, registration, personal details or enrolment form that has been completed directly by clients. If the case arises, some instances may require personal information to be collected indirectly from a parent or guardian for those under the age of 18.
If GCTA receives unsolicited personal information indirectly from a party other than the student, GCTA will make a determination on whether the information needs to be retained in order to provide services or whether the information can lawfully be destroyed or de-identified.

Use and disclosure of information
GCTA will make every effort to ensure that personal information remains confidential and secure and is only used for the primary purposes outlined in this document and only for any secondary purposes that students have been made aware of and have agreed to.

GCTA will not disclose, reveal, sell, share or pass personal information onto a third party, without express permission, and does not sell its mailing lists to third parties for marketing purposes.

In some specific instances however, information will need to be passed to a third parties, including:

- The Australian Skills Quality Authority (ASQA)
- Relevant state and commonwealth government agencies
- The National Centre for Vocational Education Research (NCVER)

Only personal information required to comply with Federal or State based legislation for the scope of operation or Commonwealth contractual obligations will be passed to these third parties and at no time will GCTA disclose any personal information to overseas recipients.

If required to do so, GCTA may disclose personal information to law enforcement authorities when required or authorised under an Australian law or a court/tribunal order, or where it is reasonable to do so if there has been a threat to life or GCTA believes a criminal act or unlawful activity has been committed. GCTA may also disclose information if a permitted health condition exists or a health condition eventuates that may require emergency medical care for clients.

GCTA does not sell its mailing lists to third parties for marketing purposes and will not use collected information for purposes of direct marketing unless permission has been provided for this to occur. GCTA may use client testimonials on its website but they will not identify individuals by name unless express permission has been given in writing.

GCTA may send out newsletters and corporate or community event information to existing and previous clients and to aligned businesses. Anybody receiving information in error or who does not wish to receive such information can request to have their name removed from the mailing lists.

GCTA does not adopt or disclose a government related identifier of an individual as its own identifier, unless it is authorised by law and prescribed by regulations to do so.

GCTA may need to collect government related identifiers, such as a Medicare Card number, concession card details, passport details or a driver’s licence in order to fulfil obligations under state or federal law in the conduct of operations as an RTO, especially in relation to funding eligibility.
RetentionPolicy and disposal of information and information security
Personal information is held in both electronic and paper format. GCTA takes all reasonable steps to protect personal information from misuse, loss and from unauthorised access or disclosure.

Specifically information is retained:
- In the Student Management which hosts data externally with a third party and is secured in alignment with commonwealth standards. The system is encrypted accordingly and secured with personalised user account passwords.
- For a period of time in hard copy appropriately secured on site
- On GCTA’s electronic network systems and databases which are secured with individual user account passwords and user access privileges.
- On hard copy backup drives which are retained in the event of system failure or loss. All backup copies of these drives are held securely off site.
- Any paper documents containing personal information are shredded or securely disposed of for destruction.

GCTA will retain personal information for as long as required to do so to conduct business activities in line with Commonwealth legislation or other legal requirements, which as an RTO includes the retention of some personal information for up to 30 years.

As soon as personal information or components of it are no longer required, and it is lawful to do so, GCTA will take all reasonable steps to destroy and/or de-identify the information.
Qualifications and Statements of Attainment
Procedure

Purpose
This procedure documents GCTA policy for the issuing of qualifications and statements of attainment for successful completion of GCTA training programs.

Policy
GCTA complies with the AQF Qualifications Issuance Policy that outlines the requirements for issuing qualifications and statements of attainment.

Certification wording will be in accordance with the National Skills Standards Council’s (NSSC) (or its successor) ‘Application of the AQF Qualifications Issuance Policy within the VET Sector’ and the AQF Qualifications Issuance Policy (and related publication and guides such as AQF’s Certification Documentation: An Explanation, 2nd Ed, Jan 2013).

GCTA will issue an AQF Qualification or statement of attainment within 30 days of a student completing the course or leaving the Academy.

GCTA participants who have completed a program of learning that leads to the award of an AQF qualification are entitled to receive the following certification documentation on award of the qualification:

- a testamur, and
- a record of results

A statement of attainment will be issued in when an individual has completed:
- one or more units from a VET qualification or an accredited short course;
- a training package identified skill set which meets a licence or regulatory requirement; or
- identified skill set which meets a defined industry need

All certification will clearly identify GCTA Pty Ltd (the registered training organisation legal entity) as the issuing organisation, including its national provider number from training.gov.au and will include the AQF and Nationally Recognised Training (NRT) logos in accordance with the current conditions of use.

Evidence of achievement of competence, obtained through delivery and assessment, recognition of prior training or credit transfer will be retained for each student in order to issue the qualification.

Except to replace a testamur issued by previously, GCTA will not issue an AQF testamur to a student for a qualification that was superseded more than 18 months ago.

Records of qualifications and statements of attainment issued will be retained by GCTA for 30 years from date of issue and supplied to the National VET regulator if and as required.
Process for issuing AQF Qualifications and Statement of Attainments

GCTA Certification is issued through the online database system “WiseNet”.

The ‘Credential Register’ of all issued credentials is preserved and maintained against each student’s enrolment and is given a unique 10 digit number.

GCTA will issue an AQF Qualification or statements of attainment within 30 days of a student completing the course or leaving the Academy.

The Administration Manager will ensure that all administrative actions associated with the above information are undertaken in an appropriate fashion. The Administration Manager will verify that all information on the AQF Qualification and/or statement of attainments is correct for printing in accordance with the National Skills Standards Council (NSSC) guidelines.

Re-issuing of certification

If a student of GCTA requires more than the one copy of their certification and transcript the cost is $35.00. This cost applies also to past students who have graduated and request a re-print of their certification.

Product Knowledge Certification

Graduates of GCTA will in most cases be eligible to receive workshop certificates issued by product companies that provided training throughout their course. In the case where a student may misplace or lose one or more of these certificates it is their responsibility to contact that specific product company to arrange a re-print. The GCTA is not responsible in any way for keeping original copies of product knowledge certificates.
Marketing Policy

Policy:
GCTA will ensure all marketing and promotion of training activities, RTO products and services will be conducted with integrity and in compliance with national standards (including avoiding vague, misleading or ambiguous statements) and will ensure that sufficient and accurate information is provided to prospective participants prior to enrolment with GCTA.

Marketing and promotions information includes information:
- provided to clients and participants in hard copy (flyers, program brochures, client proposals and agreements; Student Handbook)
- on the GCTA website, Facebook page (and other social media sites as applicable)
- in advertising campaigns (newspapers, radio, television) and media interviews or releases

The CEO or Director of Marketing will authorise publication of marketing or promotional material (as a minimum the information specified above) to the GCTA website or print.

Procedure
GCTA will:
- Obtain written permission before using information about any individual or organisation in any marketing materials, including images;
- accurately represent all of its training and assessment services to all prospective students and other stakeholders;
- ensure only AQF qualifications that GCTA has approved on scope of registration will be advertised or promoted;
- Clearly differentiate Nationally Recognised Training products (AQF qualifications) from non accredited courses or programs;
- Adhere to the guidelines and specifications of use in marketing and advertising materials of the Nationally Recognised Training (NRT) logo;
- Use the correct codes and qualification/unit of competency names on all promotional material;
- Ensure that GCTA’s national training register (www.training.gov.au) provider number is displayed on all appropriate marketing and advertising materials;
- Ensure that any marketing or promotional literature and general media advertising will not:
  - Encourage unrealistic expectations about the level of qualifications attainable and the facilities, materials and equipment provided;
  - Make any claim to approval or recognition that is inaccurate or use misleading or false comparisons of courses with others provided by competitors;
  - Make any misleading statements concerning the qualifications or experience of its staff; or
- Make misleading or false statements about the prospects of employment following the completion of training.
Pre-enrolment information
Information provided to prospective students prior to enrolment to enable them to make an informed decision regarding undertaking training and assessment with GCTA will be sufficient and accurate and will include (but is not limited to):

- Program fees and charges including:
  - payment terms
  - all fees for tuition, administration, materials or any other charges (such as clothing or uniform requirements for work placements etc)
  - any other applicable service fees such as replacement qualifications, reassessment fees, charges for private tutorial or personal counselling
  - GCTA refund policy
- Program structure including clearly defined outcomes (such as a Qualification or Statement of Attainment on successful completion), units of competency, duration, specified attendance or participation requirements;
- Entry requirements (including any necessary work placement or industry requirements such as police checks, vaccinations, fitness requirements etc);
- Availability of recognition options including RPL.
Risk Management Policy

General
GCTA recognises its responsibility to identify, address, and appropriately manage any risks that may impact on:

1. the safety and well-being of GCTA employees, customers (students);
2. the safety and well-being of GCTA students under the age of 18 (minors/children);
3. the security and integrity of GCTA information and financial records;
4. GCTA’s financial stability;
5. GCTA’s ability to achieve its mission of providing services to its students, or
6. GCTA’s ability to provide a model of excellence in the provision of the Beauty Industry Education and Training services.

Policy
GCTA recognises that it engages in operations that may carry some risk, and that are also subject to disruption.

Although risks are unavoidable, GCTA considers any loss or interruption of services to be unacceptable. Therefore, the risks that may arise from or affect GCTA operations and activities are assessed on behalf of its customers and staff, to make recommendations mitigate any possible or potential risks.

GCTA’s Risk Management assessors are the Deputy Principals and the CEO.

These parties will ensure effective risk management within GCTA by following the risk management process outlined below, using the Risk Identification Register.

All GCTA staff and students are required to cooperate in this effort.
Risk Management Process

Documentation outlining the activities involved in each stage is provided to new staff upon employment.

The activity of risk identification is ongoing and the stages in the process are integrated with all staff meetings and continuous improvement activities. The CEO maintains the risk identification log and ensures that the process, as identified above, is undertaken and brought to finality on all emerging, potential risks.
Financial Management Policy & Procedures

Preamble
GCTA recognises its responsibility to manage its operations and students’ and public funds in a responsible manner. This includes ensuring the protection and appropriate handling of all funds which it handles. This includes student fees paid in advance, payments for any other professional services. Key outcomes of this policy are:

1. GCTA’s financial stability
2. GCTA’s financial capacity to achieve its mission of providing services to its students,
3. GCTA’s commitment to the provision of a model of excellence in Beauty Industry Education and Training services

Policy
1. The GCTA Chief Executive Officer and Financial Controller, are designated as the persons responsible for:
   a. Ensuring that the College has financial management policies and procedures in place and that it complies with these policies;
   b. Reviewing compliance with financial management policies for review and improvement purposes;
   c. Providing audit and other legitimately required information to the National Regulator (ASQA) when so requested; and
   d. Ensuring that College accounts are certified, at least annually by an appropriately qualified accountant.
2. The College nominates Certified Chartered Practising Accountants, Frederick J. Eakins & Associates
3. Formal receipts or tax invoices are issued to all clients and others for all funds received
4. The independent provider, FFA PaySmart is responsible for the administration of fee payments from students.

Procedures
1. The CEO maintains overall responsibility for all financial matters relating to GCTA. Aspects of this responsibility may be delegated to the Financial Controller who will maintain all financial records and approve all purchases up to a limit set from time to time by the GCTA partners.
2. GCTA accountants and auditors will be appointed by the GCTA partners on an annual basis.
3. GCTA will maintain a separate entity in the financial system entitled and operate it as directed above. The CEO is to be a signatory for withdrawals from that account.
Information Management Policy

Overview
GCTA will maintain records in accordance with national privacy legislation and in compliance with the VET quality framework.

Records may include, but are not limited to, electronic records or paper documents.

Definitions

Student Records: a record of the final assessment outcome for each unit of competency including the code, title of the unit and the date of achievement. Where units are delivered and assessed in a cluster, these records may address more than one unit, provided that this information is clearly specified.

Qualifications/Statements of attainments issued: a record of the qualifications and/or statements of attainment issued to students in accordance with the AQF Implementation Handbook and the currently endorsed version of the relevant training package. The records must include sufficient information to reproduce the relevant credentials including date of issue and the list of competencies achieved by individual students.

Completed Assessment Items: comprise actual pieces of work completed by students; together with an assessor’s completed marking criteria guide or observation checklist and assessment record for each student. These records must be sufficiently detailed to enable an independent technical advisor to form a valid opinion of the standard required. The assessment record should also include a summary of feedback given to the student, the assessor’s name and date of assessment. Where the assessment item is a practical activity an appropriately annotated marking instrument signed by the assessor and the assessed.

Assessment instruments: consisting of a document that clearly demonstrates what has been assessed, how this occurred and the linkage to the set standards in the training package. The assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision including e.g. model answers that list the key points. Assessment instruments may address a cluster of competencies as applicable for holistic assessment. The objective criteria for an assessment need to include bases for decision points and task and environment management requirements.

General Requirements
GCTA will provide returns of participant records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis and as determined by the National VET Regulator.

GCTA will, when implemented comply with all Commonwealth requirements for the implementation of a national unique student identifier.

GCTA’s student management system is backed up at least weekly and maintained electronically at an offsite location.
GCTA will store hard copy records securely, taking every precaution to safeguard them from unauthorised access, fire, flood, termites or any other pests, and ensure that copies of records can be produced if the originals are destroyed or inaccessible.

On expiry, records will be disposed of securely in accordance with privacy legislation to ensure no personal information can be inadvertently accessed.

Record of participant results, and qualifications or statements of attainment issued will be retained for 30 years in electronic format. Sufficient details will be referenced to enable accurate reproduction if required.

In accordance with the Australian Skills Quality Authority (ASQA) Assessment general direction, all participant assessment material will be retained for a minimum of 6 months from the date of attainment of unit outcome.

GCTA will consider all contractual and regulatory requirements when making the decision regarding sentencing or retention periods (for example state and Commonwealth Government funding contracts, AVETMISS, national standards for Registered Training Organisation requirements and any other special contractual requirements).

**Records Retention Procedures**

The table below outlines the action to be taken to protect records in accordance with this policy; the person responsible to take that action and the duration for which that action is to remain in operation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Period and other information</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Results</td>
<td>100% for 30 years per SNR 23.3</td>
<td>Student results and records are uploaded to online database system “WiseNet” and available online.</td>
</tr>
<tr>
<td>Qualifications/Statements of Attainment</td>
<td>100% for 30 years per SNR 23.3</td>
<td>Qualifications register is maintained by Student Administration Manager</td>
</tr>
<tr>
<td>Completed assessment items and assessment tools</td>
<td>100% of completed assessment items for a period of six months from the date on which the judgement of competence for the student was made. Sample of assessment tools/instruments retained (electronically) for 30 years to support results / qualifications.</td>
<td>Unit completion sheets, progress reports and practical assessment summaries are uploaded to WiseNET.</td>
</tr>
</tbody>
</table>
### Administration Records

<table>
<thead>
<tr>
<th>Item</th>
<th>Nature of information</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Records</td>
<td>Electronic A/C records</td>
<td>Use of MYOB allows records to be backed up daily and records can be accessed via the GCTA server.</td>
</tr>
<tr>
<td></td>
<td>Hard copy purchasing and payment records</td>
<td>Financial Controller: in Financial records filing cabinet</td>
</tr>
<tr>
<td>Personnel Records</td>
<td>Hard copy</td>
<td>CEO’s office in a locked filling cabinet</td>
</tr>
<tr>
<td>ASQA audit reports, quality indicator reports and returns, policies and procedures</td>
<td>Electronic</td>
<td>Saved daily to the GCTA server by the Compliance Officer. Policies and Procedures scheduled for review at least every 2 years to ensure currency of processes.</td>
</tr>
<tr>
<td></td>
<td>Hard copy</td>
<td>Compliance Officer’s filing system</td>
</tr>
<tr>
<td>Versioned Documents</td>
<td>Electronic register</td>
<td>Content Management System used to record new versions of documents.</td>
</tr>
</tbody>
</table>

### Action in the event of closure of GCTA

In the event that GCTA should cease operations, it is the responsibility of the CEO to ensure that all student records that fit within the above-specified retention requirements are formally provided to the National Regulator.

### Version Control Policy

Version control is applied to all GCTA training, Assessment and administration documents.

**Responsibility**

Version control practices are the responsibility of the Business Manager/Technology.

**Procedures**

The initial version of all documents is to be set at 1:

- modifications made to that document will be identified by sequential numerical increases
- the decision to modify a document with potential for version change is vested in the CEO. This authority may be delegated to another staff member who is then required to sign off that the modification is complete and the version changed.
- If changes are made to a document that is utilised by both campuses, it is the responsibility of the Deputy Principals to circulate the changed version to the other campus.
Data Provision Policy

Purpose
To ensure that GCTA fully complies with the VET Quality Framework Data Provision Requirements 2012.

Policy
GCTA will maintain adequate systems to capture and report on data against the agreed indicators in the Data Provision Requirements of the VET Quality Framework.

GCTA will collect student enrolment, participation and demographic data as required by the AVETMISS standard via the Wise.net student management system.

All GCTA staff will ensure the integrity of data input in the Student Management System to ensure data reported by GCTA accurately represents training and assessment activity. GCTA will collect data to enable the provision of annual quality indicator reports and will provide summary reports the data about learner and employer satisfaction and students' attainment of competencies.

Definitions

Data
The types of datum that the national regulator and other government agencies associated with the regulation and/or reporting of training activity may request include:

- business registration records
- documents demonstrating the organisation’s financial viability
- information demonstrating how relevant people associated with the organisation satisfy the Fit and Proper Person Requirements
- information on strategies, facilities and other materials used to conduct training and assessment
- documents demonstrating trainers’ credentials
- information about delivery operations (e.g. modes, venues, funding, student types, activity conducted)
- evidence to demonstrate appropriate records management systems
- public liability insurance coverage
- the names of current or past students, who may be surveyed about satisfaction levels.

CCOS:
Competency Completion Online System (administered by National Centre for Vocational Education and Research (NCVER))

Procedure
The Data Provision Requirements 2012 outlines the requirements for RTOs to capture and provide data.

This requires GCTA to collect AVETMISS-compliant records for all students, and for all competency enrolments and outcomes achieved, throughout each calendar year.
In Feb/March of the following year, GCTA must report this data to the National Centre for Vocational Education Research (NCVER) (unless they have previously done so through existing contractual arrangements.)

**Quality Indicators**
Include (3) indicators – Learner engagement, employer satisfaction and completency completion indicators

**Learner engagement, employer satisfaction**
Data is collected in the form of ‘surveys’. GCTA is mandated to use the ‘common survey instrument’ of specific questions

Data is collected from participants and employer stakeholders with training and assessment activity in a calendar year, and reported by 30 June the following year.

GCTA’s Student Administration Manager will manage the administration of the surveys to participants and employers, analyse the data and information and will report to ASQA by 30 June annually using the Quality Indicator annual summary report

**Competency Completion Data Indicator**
NCVER administers the competency completion indicator data via their CCOS system. GCTA data for the previous calendar year will be available in the CCOS in April / May of the following year.

GCTA will ensure the data is accurate and complete and represents all training activity in all funding sources.

GCTA will submit the required completion reports to NCVER via the CCOS, and will submit an additional analysis report to ASQA regarding specific factors impacting completion rates.
Continuous Improvement Policy and Procedures

Policy
GCTA is committed to the provision of high quality professional services and to constantly improving how its business is conducted to maintain quality training and assessment, and continuous compliance with the VET Quality Framework through:

- collecting formal (such as program evaluations, surveys) and informal feedback from clients, analysing the data and acting upon any opportunities for improvement or enhancement across all of its areas of operation
- development of training and assessment products and RTO services in consultation with industry;
- conducting systematic internal reviews to identify and resolve potential non conformance in systems and training and assessment products;
- participation in external audit events;
- annual collection, review and reporting of Quality Indicator data to national regulator;
- receiving, investigating and acting on complaints from all sources;
- regular staff and management meetings;
- encouragement of staff provision of suggestions to management based on their experiences;
- regular trainer/assessor program progress reports identifying opportunities for improvement;

GCTA’s Senior Management regularly and systematically review the continuous improvement strategies and provide input, support and resources into their implementation as necessary.

GCTA will retain records of details of continuous improvement activities in the form of:

- a continuous improvement register;
- Minutes of meetings
- Document versions detailing changes and reasons for change
- Formal reporting
**Procedures**

GCTA sources of information and their levels of interaction can be summarised as follows:

<table>
<thead>
<tr>
<th>Asset or Resource</th>
<th>Process input</th>
<th>Scheduling</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Engagement</td>
<td>Asset or Resource Process input</td>
<td><strong>Quarterly</strong></td>
<td>Meeting minutes and action plan</td>
</tr>
<tr>
<td></td>
<td>Formal Partners meetings and out of session discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formal, invited meetings with industry reference group</td>
<td><strong>1 scheduled per annum</strong></td>
<td>Mtg notes and Cont Imp follow up items</td>
</tr>
<tr>
<td></td>
<td>Formal and informal industry visits /contacts / networks / forums</td>
<td><strong>As required.</strong></td>
<td>Incorporation of consultations into development of Training and Assessment Strategies</td>
</tr>
<tr>
<td>Instructors &amp; assessors</td>
<td>Instructors and assessors - In Service Program facilitated by Academic Coordinator</td>
<td><strong>Annual</strong></td>
<td>Mtg notes; validation of assessment strategies and tools.</td>
</tr>
<tr>
<td></td>
<td>Instructors and assessors - Informal discussions and feedback to Academic Coordinator or Deputy Principals</td>
<td><strong>Ongoing</strong></td>
<td>PD diary notes and add to CIR</td>
</tr>
<tr>
<td></td>
<td>Academic Committee comprising 2 x teachers; 2 x Deputy Principals and Academic Coordinator</td>
<td><strong>Quarterly</strong></td>
<td>Mtg notes and Cont Imp follow up items</td>
</tr>
<tr>
<td>Complaints and Appeals Process</td>
<td>All complaints and comments reviewed for relevance</td>
<td><strong>Opportunity basis</strong></td>
<td>Information to Cont Imp</td>
</tr>
<tr>
<td>GCTA graduates</td>
<td>Destination Reports conducted Academy Facebook web page Input on all aspects of feedback noted for CI</td>
<td><strong>Post 6 months</strong></td>
<td>Mtg notes and Cont Imp follow up items</td>
</tr>
<tr>
<td>Risk Register</td>
<td>Concerns noted and assessed for relevance to qualification as a whole</td>
<td><strong>Opportunity basis</strong></td>
<td>Items of concern added to CIR</td>
</tr>
<tr>
<td>Internal and external audits</td>
<td>Audit reports and suggested action</td>
<td><strong>1 internal per annum</strong></td>
<td>Items for Cont Imp &amp; Risk Mgt actioned</td>
</tr>
<tr>
<td>Student feedback forms, student interview questionnaires, end of unit feedback forms, Suggestion box</td>
<td>All feedback reviewed and summarised where appropriate. Issues of concern are noted for discussion.</td>
<td><strong>Opportunity basis</strong></td>
<td>Information to the CIR</td>
</tr>
<tr>
<td>External Professional Development</td>
<td>Staff to feed benefits back to other GCTA staff.</td>
<td><strong>Opportunity basis</strong></td>
<td>Summary of course and action plan any internal changes</td>
</tr>
<tr>
<td>Quality indicator data</td>
<td>Information to be summarised by Administration Manager</td>
<td>Once per graduating class</td>
<td>Report of results is created and necessary additions made to CIR</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>- Learner Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Employer Satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Competency Completions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is the responsibility of the Senior Management Group to ensure that all processes as outlined above are undertaken in a timely fashion and in accordance with the schedule.

**Nature of Input**

**Formal Industry Reference Group meetings**

Formal meetings are scheduled with the industry reference group once per annum. Where there are industry changes or events a meeting may be called to take advantage of the opportunity for continuous improvement.

Membership of the industry reference group is determined by the Board of Directors and includes a broad selection of individuals with perspectives on employment in the beauty industry.

Notes of meetings are maintained and where appropriate, become action items in the continuous improvement process.

**Risk Management**

Risk Management is a dynamic component of continuous improvement. Sources of risk management information are essentially the same as those for continuous improvement and the outcomes are the same: the provision of a safe and continuously improving business environment. The risk management process is shown under Risk Management Procedures.
Quality Management (Continuous Improvement) Approach

The process outlined below demonstrates how evidence is gathered and evaluated and action taken to improve GCTA Quality performance.

CONTINUOUS IMPROVEMENT PROCESS
Internal Review Policy and Procedures

Background
GCTA considers the internal review process to be an essential contributing component to its quality system through:

- identifying and developing opportunities for continual improvement, and ensuring that opportunities for product or service enhancement are identified and included in the business planning for the College;
- integrating the risk management process and system to ensure that changes to products and services do not impact adversely on any aspect of risk in the academy or introduce a new hazard;
- involving staff at all levels in the ongoing management of quality in the academy.
- Ensuring GCTA is compliant with the VET Quality Framework (which includes compliance with all associated legislation) at all times across all of its operations;

All GCTA staff must ensure that any issues of non-compliance which arise are promptly resolved in a manner that minimises risks to stakeholders including students, financial loss and protects the reputation of GCTA specifically and VET in general.

Policy
GCTA’s Senior Management Group will develop and implement a robust internal review schedule focused on:

- maintaining a culture of quality service delivery, compliance and continuous improvement within the organisation;
- ensuring that the integrity and effectiveness of the organisational systems are upheld through effective controls in an environment which enables early identification of non-compliance, areas for improvement and the establishment of non-conforming product controls and rectification procedures.

Internal reviews may be conducted by GCTA staff according to areas of expertise, through arrangements with ‘critical’ contra and/or supportive relationships with other RTOs and/or through the as required engagement of independent qualified consultants.

Procedure
The schedule, developed biannually and reviewed quarterly will include:

- the implementation of internal reviews (risk assessment based with all qualifications being reviewed at least every 3 years) of training and assessment against the Standards for NVR RTOs;
- Monthly data integrity reviews (AVETMISS)
- procedural reviews to ensure that policies and procedures are current with legislation and are being practiced as documented
- target areas of risk (such as raised via complaint or student feedback, or areas identified as high risk by the regulator) for review as required
- Non compliances and identified opportunities for improvements raised will be reported to the responsible senior manager, and compliance status including progress of rectification or outstanding compliance issues will be raised to the CEO via quarterly reporting.
Respect for Persons Policy

**Introduction**
Everyone at the GCTA comes into contact with a range of people such as students, customers, work colleagues, and members of the general public in the course of their work duties. These people have a diverse range of views, aspirations, expectations and behaviour.

It is vitally important that everyone extends and demonstrates respect for others’ attitudes and values in all of their communications and interactions. All people have the right to be treated with respect and dignity by others.

The positive relationships staff and students build with others both internal and external to GCTA will influence how well they achieve their individual work goals. Individuals’ daily interactions with others reflect on GCTA as well as on them as individuals. It is therefore important to their individual and GCTA’s collective reputations that students and staff of GCTA relate to each other in a professional and respectful way.

Demonstrating respect for persons can be achieved by adopting a consultative approach to decision-making, informing people of their rights, entitlements and responsibilities, and fulfilling a duty of care to others.

**Obligations**
GCTA staff and students have an obligation to:
- treat all people with dignity and respect at all times
- respect and be sensitive to an individual’s cultural and ethnic background and associated attitudes and values
- be responsive, engaging and helpful to the reasonable requests of clients, work colleagues, and members of the general public
- actively prevent or report any form of harassment or unlawful discrimination
- ensure decisions that may adversely affect the rights or interests of others are procedurally fair, reasonable, honest, and impartial
- ensure their personal appearance and presentation is immaculate and appropriate for the work role performed

**Standards**
The following sections outline GCTA standards in a number of areas.

**Respecting the dignity, rights and views of others**
GCTA staff and students must respect the dignity, rights and views of others by:
- listening to and seeking to understand different points of view (This does not necessarily mean agreeing with a particular point of view)
- respecting cultural, ethnic and religious differences
- valuing and acknowledging the genuine contributions that others make in meeting the Academy’s mission and objectives
- expressing constructive feedback that is considered and moderate in its tone and expression
- being courteous, sensitive, and honest in communications, and being considerate to the needs of others
• actively managing workplace conflict involving employees in your supervision to create positive and constructive outcomes
• informing people of their rights and entitlements where appropriate
• working co-operatively and collaboratively with others to achieve common goals and a harmonious work environment
• supporting the personal and professional development of others
• Any demonstrated failure to respect the dignity, rights or views of others will amount to a breach of this Code.

Interactions with students and customers
GCTA staff members and students are required to:
• be responsive to all reasonable requests of staff, students and interested parties in relation to their activities with GCTA
• avoid, or take steps to resolve, any conflict of interest that arises between their private relationship with a student or interested party, and the impartial performance of their work duties.

Leadership and supervisory behaviour
All GCTA staff members are encouraged to demonstrate leadership in the performance of their work duties. Supervisors should:
• be role models and encourage and promote behaviour consistent with this code
• treat others fairly and reasonably
• adopt a consultative approach about how work is to be performed, where this is appropriate
• encourage initiative, resourcefulness, responsiveness and leadership amongst employees
• acknowledge the good work of other staff members
• be receptive to and considerate of divergent thinking, ideas and modes of operation that may better achieve the mission of GCTA
• exercise delegated responsibilities conscientiously and with prudence
• encourage professional development of staff by providing appropriate learning opportunities and regular constructive feedback through performance review and planning processes, where applicable
• ensure that written reports about a person’s work performance are accurate in content and temperate in tone
• accept responsibility for own professional development

Procedural fairness
Procedural fairness refers to a decision-making process that is free from bias, includes only relevant considerations, and where the decision-maker hears from affected persons before a decision is made.

Staff members who make decisions that may adversely affect the rights or interests of others shall observe procedural fairness where reasonably possible.

Personal appearance
Dress, personal presentation and hygiene are extremely important elements of professional presentation. Staff and students must ensure their personal appearance and presentation is in accordance with GCTA standards and its public image.
Protecting staff and students from harm

Workplace and sexual harassment
All staff members and students have a fundamental right to a safe and trusted physical and emotional environment that is free from harm (including free from intimidation, threat, humiliation and workplace harassment):

Employees and students must actively seek to prevent harm to fellow staff and students and to support staff members or students who have been harmed.

Sexual harassment is unlawful and will not be condoned within GCTA. Sexual misconduct is defined as:
- conduct towards any person that would constitute a criminal offence of a sexual nature; or conduct that is sexual harassment as defined in section 119 of the Anti-Discrimination Act 1991.

The following behaviour also constitutes either misconduct or sexual misconduct:
- unwarranted and inappropriate touching of colleagues
- suggestive remarks or action of a sexual nature
- sexual exhibitionism
- obscene gestures, language, jokes containing sexual references or deliberately exposing colleagues to the sexual behaviour of others in any form.

Unlawful discrimination
Employees must not unlawfully discriminate against any person. Except where exempted by law (refer to the Anti-Discrimination Act 1991), it is unlawful to directly or indirectly discriminate against a person on the basis of the following attributes:
- gender
- relationship status
- pregnancy
- parental status
- breastfeeding
- age
- race
- impairment
- religious belief or religious activity
- political belief or activity
- trade union activity
- lawful sexual activity
- gender identity
- sexuality
- family responsibilities
- association with, or relation to, a person identified on the basis of any of the above attributes.

Duty of Care
At GCTA we pride ourselves on caring for our staff and students and providing support beyond the classroom. Staff are available to discuss concerns other staff members and students may have and will seek to provide appropriate support. If any staff member or student is deemed to be “at risk” by GCTA staff they will report this concern to the Police for further action in order to protect the individual.
Emergency Procedures are detailed in the Staff Handbook.