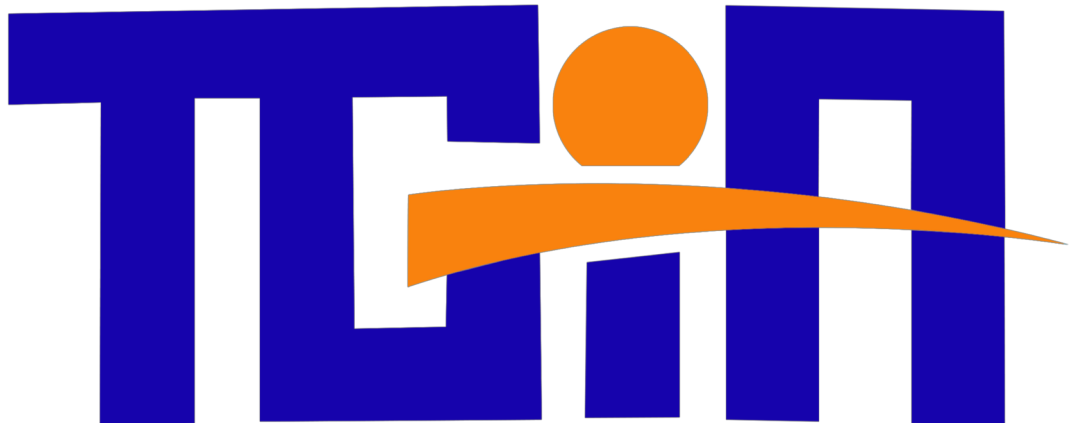


STUDENT HANDBOOK



Training & Gaining Institute Of Australia

RTO 45304

**Factory 7, 6-7 Motto Court,
HOPPERS CROSSING VIC 3029**

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Student Handbook

Welcome to TGIA

Thank you for choosing TGIA as your training provider, and allowing us to play a role in your learning journey.

We pride ourselves on professional, flexible learning and providing you with the best experience possible to attain your learning goals.

We hope you are looking forward to your learning and making a lot of new friends along the way. We are here to help you make the most of your learning. Good luck.

I look forward to hearing of your achievements and providing support where I can. I trust you will enjoy your time with us and wish you every success in your learning.



Tahir Akhtar

Training and Gaining Institute of Australia (TGIA)

I have read the TGIA Students handbook and I agree to the terms and conditions with it.

Student's Name: _____

Student's Signature: _____

Date: _____

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SECTION 1 INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with TGIA.

Training and Gaining Institute of Australia

Thank you for considering training with TGIA.

TGIA is registered training organisation (RTO) registered with the Vet Regulator.

TGIA aims to deliver high quality, innovative and engaging training that is relevant to STUDENTS, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain ahead in technology and industry standards.

TGIA has training location in:

Factory 7, 6-7 Motto Court, HOPPERS CROSSING VIC 3029

Phone 1300 810 976

Mob: 0433 518 190

TGIA offers a range of training products and services which includes the following:

- HLTAID001- Provide cardiopulmonary resuscitation
- HLTAID002 -Provide basic emergency life support
- HLTAID003- Provide First Aid
- HLTAID004- Provide an emergency first aid response in an education and care setting
- HLTAID006- Provide advanced first aid

Appendix 1 – Course details

As an RTO, TGIA is bound to comply with the Standards for Registered Training Organisations (RTOs) 2015. Training Services provided to students follow policies and processes developed to meet the VET Quality Framework and RTOs 2015.

Service Commitment

TGIA is committed to providing quality training and assessment services to its learners.

We aim to:

- Provide training and assessment services that meet industry needs and trends;
- Deliver high quality, innovative and engaging training;
- Maintain a person-centred approach;
- Foster relationships with our students, supporting them through their career;
- Provide flexible learning opportunities;
- Provide a supportive, facilitative and open learning environment;
- Ensure all training is delivered by qualified trainer and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;
- Maintain a healthy and effective learning environment for students;
- Produce competent and confident workers that benefit the community and industry.

Training Programs

TGIA delivers only accredited training program, which we conduct as public courses or customised for students and industry. Our holistic approach ensures students' needs are met. Accredited programs have been approved by State and /or Commonwealth Government.

SECTION 2 COURSE INFORMATION

Accredited Training Programs

Accredited programs are competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for a particular workplace activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages. These can be viewed at www.training.gov.au.

Each qualification has a list of employability skills which describe the non-technical skills and competencies that are important for effective and successful participation in the workforce. For each qualification there are specific employability skills listed under the following headings:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organizing
- Self-management
- Learning
- Technology.

These employability skills will be part of the assessment requirements of a nationally accredited course.

Competency

It is important to note that the rules and requirements of a Unit of Competency and a qualification are applied to all students regardless of where they are, or the mode of training delivery provided. You could be a full time student in a classroom or the workplace, or you could be applying for recognition of the skills and knowledge currently held.

Each Unit of Competency is made up of the following:

- Elements;
- Performance criteria;
- Required knowledge and skills;
- A range of variables;
- Critical aspects of evidence;
- Any pre or co requisites (if applicable).

To be deemed Competent in any Unit of Competency you must be able to provide evidence of the required skills and knowledge to complete work tasks to the standard that is required in the workplace. Skills need to be demonstrated in a range of situations and environments (which could include simulated applications in a learning environment) over a period of time.

Evidence

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, Government regulations, and your qualifications and current experience. Evidence can take many forms and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence could include one or more of the following:

- Specific assessments tasks set by your Assessor
- Observation reports
- Certificates and awards
- Examples of work completed or special projects
- Current licenses
- Position descriptions and performance reviews
- Third party reports
- Question responses
- Tests

Your evidence must also demonstrate the following:

- That you can do the job or task to the required standard
- Understand why the job should be done in a particular way
- Handle unexpected issues or problems
- Work with others 'in a team'
- Do more than one thing at a time, e.g. perform the task and be aware of the occupational health and safety requirements
- Know the workplace rules and procedures

Assessment

Assessment is an integral part of your learning if you wish to complete successfully and gain certification.

The assessment process will be explained at orientation and throughout your program. Assessors will also be available to you if you have any questions.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

Throughout the training program you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Various assessments tasks /activities may be involved including, but not limited to:

- Observation of performance;
- Assignments;
- Written activities;
- Written / oral questioning;
- Oral presentations;
- Workplace performance
- Projects
- Case studies;
- Role plays/ simulations;
- Demonstration of skills;
- Online assessments;
- Portfolio of evidence.

Certification will only be given to students who successfully complete all assessment requirements for a course.

TGIA is required to meet stringent quality requirements in the conduct of all assessments.

The TGIA has carefully constructed and developed assessment resources to meet these quality requirements, as well as be user friendly to students.

Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

Valid	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner’s needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>

Rules of Evidence and Assessment

TGIA is required to ensure that all evidence provided by students, as proof of their competency, meets the following “rules of evidence”.

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner’s own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Course Assessment

There will be assessment tasks set for each course regardless of the learning mode. Assessment activities and expectations will be explained to students, and are outlined within learner / assessment resources.

Many courses require assessment to be completed after the course, as workplace performance is essential in competency-based learning.

Presentation of Assessments/ Assignments

- All assessments should be typed.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- If you are mailing an assignment, it must be received by the due date. TGIA does not accept responsibility for any lost assignments. **Please ensure you keep a copy of your assignment prior to submission.**
- All assignments are registered as they are received.
- We endeavour to assess all assessments within 10 working days of receipt.
- Students are entitled to one-resubmit assessments. If the re-submissions are still deemed NYC, students may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Students must re-enrol in the course again, paying the full course fee of the day.

Assessment results

Results of assessment are provided to students as soon as is practical. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the student is received in advance.

Reasonable adjustments

Students with disabilities are encouraged to discuss with TGIA any 'reasonable adjustments' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for the TGIA to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency based training and assessment.

Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Certificates

Types of Certification

In general, four types of certificates are issued by TGIA. Certificates can only be awarded by TGIA in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the student has been deemed competent across all the relevant units of competency making up the qualification.
- **Record of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a student is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.
- **Certificate of Attendance** – for non-nationally recognised training. Issued when a student attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the student must have a satisfactory attendance rate.

Certificates will only be posted to students at their nominated postal address as shown in their enrolment form. The onus is on the student to ensure their address details are correct.

Certificates will not be sent to other parties, without the expressed prior written permission from the student. Duplicate or replacement copies of certificates incur a fee.

Course Delivery

TGIA ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;
- All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by TGIA meet specific quality requirements and are chosen to best suit the unit of competency, while giving consideration to the learning style of the student. The provision of training often includes a blended approach with a combination of on and off-the-job methods.

A number of delivery methods will be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- Practical demonstrations
- audio/visual presentations
- group participation/ discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities
- individual projects
- workplace based training
- case studies

Note: Course will be delivered at “7/67 Motto ct. Hoppers Crossing VIC. 3029: 0433 518 190 ”

Flexible Delivery

Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the student. This means that the student has greater control over what, when and how they learn.

TGIA offers various forms of delivery to accommodate the varying needs of students. Modes of delivery available for all courses is classroom (face-to-face) environment only.

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which the TGIA must abide.

TGIA makes appropriate concessions for language, literacy and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where there are entry requirements for courses e.g. literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment information.

Advice is given to all students on appropriate actions if there is a need to update literacy and numeracy skills. TGIA can assist in providing this additional development prior to completing your enrolment into vocational skills.

TGIA believes that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

Special Needs

Students intending to enrol for training with the TGIA are requested to advise us if they have any physical or other impairment (e.g. English language, literacy or numeracy difficulties, dyslexia, etc.) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Students with disabilities or impairments are encouraged to discuss with the Director any 'special needs' and/or 'reasonable adjustments' to the study environment, which they consider, are necessary or would assist them in the performance of their studies.

The Director, in collaboration with the student, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the student's learning.

Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in industry.

Unique Student Identifier

Clients are required to provide their unique Student Identifier, in accordance with requirements of Student Identifier Act.

Students will be advised on the process of obtaining a Student Identifier if they do not already have one, via <http://www.usi.gov.au/Pages/default.aspx>

TGIA will verify and maintain all Student Identifier numbers in its Student Management System (SMS).

TGIA will ensure that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the **Student Identifiers Act 2014**

TGIA will ensure that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar, and

TGIA will ensure security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

SECTION 3 STUDENT RIGHTS AND RESPONSIBILITIES

TGIA conducts training courses at various venues to suit student needs, course type, and learning styles. The following student etiquette guidelines will help foster a healthy learning environment for all students.

Assessment

All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor well in advance of the due date. This way the trainer/assessor may be able to offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

Assessment malpractice

Assessment malpractice includes: cheating, collusion and plagiarism.

TGIA regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised. TGIA has policies and procedures in place for dealing with assessment malpractice.

- **Cheating -**
All assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- **Collusion -**
Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.
- **Plagiarism -**
Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.
You must follow referencing guidelines if you take another person's idea, and put it into your own words.

Attendance

Attendance in training is recorded each day. These records are required for both learning and health and safety reasons. Student attendance in class is paramount to successful completion of learning and assessment outcomes. Students are expected to be in attendance for all training sessions.

It is expected that students arrive to class on time and remain for the full duration. Should it be necessary for you to leave a class early – you must advise the trainer/assessor before the class commences.

All classroom sessions are designed to provide students the essential knowledge and skills required for relevant units of competency. It is expected however that students will undertake additional reading and research.

If you are absent from class, it is your responsibility to catch up on any work missed.

If you are going to be absent from a scheduled class or activity, please advise your trainer/assessor or TGIA administration personnel. Other arrangements can be made, including self-paced learning or alternative training dates.

Punctuality

As a courtesy to other learners and the trainer/assessor, all students must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other students and the trainer/assessor.

Behaviour

Students are expected to behave appropriately in a mature and professional manner at all times. All students are expected to take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

Misconduct includes -

- Any offensive conduct or unlawful activity (e.g. Theft, fraud, violence, assault);
- Interfering with another person's property;
- Removing, damaging or mistreating TGIA property or equipment;

- Cheating/plagiarism;
- Interfering with another person's ability to learn through disruptions during training;
- Breach of confidentiality;
- Inappropriate language;
- Serious negligence, including WHS non-compliance;
- Discrimination, harassment, intimidation or victimisation;
- Being affected by drugs or alcohol and being unfit to participate in learning activities.

Respect for others

It is expected that the behaviour of all persons in the learning environment ensure a positive learning experience. Respect for other students and the trainer/assessor is expected.

TGIA retains the right at all times to remove disruptive students from the training environment.

- You will be expected to treat staff and fellow students with respect and observe any student etiquette requirements which appear in this handbook or requested during the course by a trainer/assessor.
- Inappropriate language and actions will not be tolerated.
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated.
- Treat facilities and equipment with due care and respect.
- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory.

Breaks

Your trainer will advise of timing for all breaks. Typically, though the following break times have been allocated, however they may vary:

- **15 minutes'** duration for - Morning and afternoon tea breaks
- **30 minutes'** duration for - Lunch breaks

Change of personal details

Students are required to ensure their personal details recorded with TGIA are up-to-date at all times. Should your circumstances or details change please update your record by contacting us?

Disciplinary Processes

TGIA may implement student discipline processes should a student be found to be acting inappropriately, due to misconduct or assessment malpractice.

Any breaches of discipline will result in the person being given a 'verbal warning'.

Further disciplinary processes may include:

- The student being asked to justify why they should continue to participate in the learning group;
- Suspension from the training room;
- Expulsion from the training room; or
- Expulsion from the Training course.

Dress & Hygiene Requirements

Students are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment;
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments;
- Appropriate footwear must be worn at all times;
- Since you will be working in close proximity with others, care with your personal hygiene (clothing, hair, deodorant etc.) is requested.

Duty of Care

Under Workplace Health and Safety legislation, students have a duty of care to maintain a safe environment for both themselves and their fellow students.

- Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.
- If you have a personal health condition which may become critical while attending training, please advise us before commencing the course. All information will be treated in strict confidence and is only needed so TGIA can provide support or treatment should an emergency arise.
- Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person;
- Not wilfully or recklessly interfere or misuse anything provided by TGIA in the interests of health, safety and welfare;
- Cooperate with health and safety directives given by staff of TGIA;
- Ensure that you are not affected by the consumption of drugs or alcohol.

Evaluation and Feedback

TGIA values all feedback from students as it assists us to continuously improve the products and services we offer. Students are encouraged to provide us with feedback, both positive and constructive.

TGIA has developed some feedback forms for you to provide feedback.

Thank you in advance for your comments.

Learner Support services

TGIA understands that there may be times when personal issues may affect your ability to undertake your training. TGIA has identified a number of support services for students who have special needs or require additional support and assistance to undertake or complete their learning.

Mentoring & Guidance

TGIA can provide students with mentoring, coaching and guidance on course content, as well as effective learning and study techniques.

Centrelink

Centrelink may be able to assist you in payment for your training. Payments are in many instances in accordance to asset tests and may also be determined based on the number of hours undertaken. These may include:

- Youth allowance
- Austudy payment
- Newstart allowance
- ABSTUDY
- CentrePay

You should discuss your own personal circumstances and opportunities with your local Centre link office.

Language, Literacy Numeracy

Discuss with us your options for further language literacy and numeracy development.

Reading Writing Hotline

<http://www.readingwritinghotline.edu.au/>

1300 655 506

Learning Materials

Students receive a copy of training and /or assessment materials as part of the course fee. Should you lose or misplace the materials you are provided, additional fees for replacement of materials will be incurred.

Students enrolled in First Aid Courses are required to bring completed self-paced workbook prior to attending the class.

Making the Most of your Training

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimize your own learning and successful completion, undertake to do the following:

- Attend all training sessions and complete all required reading and learning activities;
- Prepare well in advance of each training session;
- Be a willing participant;
- Work with fellow learners;
- Respect other people's opinions;
- Ensure you have a clear understanding of the assessment requirements;
- Take responsibility for the quality of evidence that you submit to the Assessor;
- Keep track of your progress;
- Complete and submit all assessment on time, tasks using clear and concise language;
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

Mobile Phones

All phones must be turned off during training, as a courtesy to the Trainer/assessor and other students. In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

Security

Do not leave handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. TGIA accepts no responsibility for any belongings which may be stolen or go missing.

SECTION 4 POLICIES

Access and Equity

TGIA is committed to promoting, encouraging and valuing equity and diversity with respect to its students and to providing them with a positive learning environment to achieve success. TGIA will ensure services offered are provided in a fair and equitable manner to all students, free from bias.

TGIA abides by equal opportunity principles, providing access to the benefits of training and assessment to all students regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

All students have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, see TGIA Access & Equity Policy.

Appeals

TGIA ensures that students have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

- Students have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
- The appeals policy is publicly available, at reception.
- The appellant can provide detail of their appeal either verbally and/or in writing.
- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the student.
- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third party review will be advised to the appellant.
- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application.
- All appeals are acknowledged in writing and finalised as soon as practicable.
- TGIA may charge a fee for the appeals process where an external assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.
- If the appeal will take in excess of 60 calendar days to finalise TGIA will inform the appellant in writing providing the reasons why more than 60 calendar days are required. The appellant will also be provided with regular updates on the progress of the appeal.
- TGIA strives to deal with appeal issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint process.
- All appeals will be handled 'In-Confidence' and will not affect or bias the progress of the participant in any current of future training.

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias of the assessor;
- Alleged lack of competence of the assessor;
- Alleged wrong information from the assessor regarding the assessment process;

- Alleged inappropriate assessment process for the particular competency;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal Outcomes

Appeal outcomes may include:

- Appeal is upheld; in this event the following options will be available:
 - The original assessment will be re-assessed, potentially by another assessor.
 - Appropriate recognition will be granted.
 - A new assessment shall be conducted / arranged.
- Appeal is rejected/ not upheld; in accordance with TGIA assessment policy the student will be required to:
 - undertake further training or experience prior to further assessment; or
 - re-submit further evidence; or
 - submit/undertake a new assessment

For further information, see TGIA Appeals Policy.

Student Enrolment

To enrol in a training program simply do so by contacting the Administration Office on 1300 810 976 and we will send out an enrolment form and the information flyer about the course. Simply complete an Enrolment form and send to us, either by email or post.

Enrolments must be received no later than 24 hours prior to the course commencement. Enrolment forms should be returned with payment. Enrolments will be considered tentative until payment has been received.

Once we receive your enrolment an interview will be scheduled. At this interview you will do the following:

- Discuss the course in detail
- Discuss undertaking a training program
- Establish whether you are eligible for government funding (if available)
- Confirm the fees you will have to pay
- Complete a language literacy numeracy test to determine your learning needs
- Be informed about the requirements of a police/working with children check or other licences
- Confirm the date of the mandatory orientation session

Tentative Enrolments

Should enrolment numbers reach maximum, and another person wishes to enrol on a course where there is a tentative enrolment, TGIA will contact the tentative booking for payment confirmation or forfeiture of the tentative booking.

Enrolment Confirmation

All students receive a letter/email to confirm their enrolment. Written confirmation will outline relevant details, such as venue, date, and course duration.

Student Induction

Induction for all new students includes the provision of this manual. All students must complete and return the *Induction Checklist*, which can be found in *Appendix 2*.

Student Selection

TGIA conducts recruitment of students at all times in an ethical, fair and responsible manner using various methods.

TGIA is committed to ensuring that all student selection processes are fair, equitable and consistent with workplace performance, competency level and the Training Package requirements. Therefore, selection into a training program is based upon the applicant:

- satisfying appropriate funding body entry criteria,
- meeting any pre-requisite qualifications or work experience, and
- meeting any age requirements that may be in place for a particular course

Student enrolments are subject to availability of places on the training program. This is based on the maximum number of participants who can be accommodated, given room capacity, type of course, learning structures, student needs etc.

If a training program is fully booked at the time the student enquires about enrolment into that particular training program, they will either be placed on a “reserve” list or offered a place on a date where there are vacancies. Students on a “reserve” list are given priority should a place become available. Enrolments are strictly on a first-in, first-served basis. Students must have the appropriate level of language, numeracy and literacy.

TGIA shall ensure that any applicants who do not meet entry requirements are advised of any appropriate pre entry training they may take to meet eligibility criteria.

Student Records

TGIA maintains an individual student file for every student who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, any training and assessment undertaken and completed. This file is available to you.

In accordance with Privacy laws and confidentiality requirements, your file is kept in a locked cupboard. Only those TGIA personnel who need to have access to your file for training and assessment purposes can access it.

No other person/student can and will have access to your personal student file without your prior written permission.

If you would like access to your personal records simply contact the Director.

Student Support Services Policy

TGIA provides support the requirements to provide student support services to all students.

This policy ensures that all students are given support while studying with TGIA. This support includes both academic support and personal support and the following procedures ensure that students are made aware of the support available

TGIA will provide students with contact details to refer any matters that require further follow up with relevant professionals. Any referrals are conducted by TGIA at no cost to the student, but fees and charges may apply where an external service is used by the student and this should be clarified by the student prior to using such services outside of TGIA.

Student orientation program

All students are required to attend an orientation day at the beginning of their studies with TGIA. This orientation program is managed by the student support officer and must include the following:

- A tour of the training facility including classroom, student areas, toilets, fire exits, and restricted areas
- All students are provided with the course flyer and the student handbook, which contains Student Support Policy and client information policy.
- Students are to be provided information on how to access the student support services within TGIA.

Academic Issues

Students may have concerns with their attendance, academic performance or other related issues that are placing them at risk of not achieving the requirements of their course. Students are able to gain advice and support in ensuring they maintain appropriate academic levels, attendance levels, and general support to ensure they achieve satisfactory results in their studies.

All students' progress and attendance is monitored and guidance and support provided where non-satisfactory results are identified.

A student is able to access the student support officer to discuss any academic, attendance, or other related issues to studying at TGIA at any time. The student support officer will be able to provide advice and guidance, or referral, where required.

Trainer is available online and over the phone for each student who might need assistance during the course. Trainer contact details will be provided in the first lecture.

End of each session, the trainer will stay back for 30 minutes to provide any educational support. Students can consult the trainer during this time regarding any assessment feedback, assessment questions, projects, practical demonstrations or general guidance.

Students that are struggling with the course can also book a 30 minutes one to one session during the week (depending on trainer's availability). Students can book at most one session and should contact the student support officer to arrange this session. Student support forms are available at reception.

Please read the student hand book for more details on Academic Support Services

Personal / Social issues

There are many issues that may affect a student's social or personal life and Students have access to the Support officer through normal College hours to gain advice and guidance on personal issues, accommodation issues, or family / friend issues. After the initial counselling with the student, if the Student Support Officer feels further or professional support is required to the student, a referral to an appropriate external support service will be organised to help you deal with the issue students are facing.

Following are just some of the organisation which can be referred to for external counselling and support.

Relationship Australia 1300 364 277
Lifeline 13 11 14 (24 hour counselling service)
Mensline Australia 1300 78 99 78
Kids Help Line 1800 55 1800 (24 hour counselling Service)
Griefline (Telephone Counselling Service) 03 9596 7799 (12 noon - 3 am)
Direct Line (Drug and alcohol service) 03 9416 1818 or 1800 136 385
Crisis Help 1 800 627 727
Women's Domestic Violence Crisis 1 800 015 188
The Gambling Help Line 1800 060 757
Inner Melbourne Community Legal Centre (03) 9328 1885

Accommodation

While TGIA does not offer accommodation services or take any responsibility for accommodation arrangements TGIA is able to refer students to appropriate accommodation services and are always available to discuss any issues or concerns a student may have with their accommodation arrangements.

The Student Support Officer can refer students to appropriate accommodation services.

Medical Issues

While TGIA Student Administration will always have an up to date list of medical professionals within access from TGIA location and any student with medical concerns should inform the student support officer who will assist them in finding an appropriate medical professional.

Following are just some of the organisation which can be referred to for medical issues and support.

The Royal Melbourne Hospital
 300 Grattan St, Parkville VIC 3050 (03) 9342 7000
 North Melbourne Family Medical Centre
 452 Victoria St, North Melbourne (03) 9328 1151

Legal Services

The TGIA is able to provide some advice and guidance on a limited range of situations. Where the Student Support Officer feels it appropriate for you to gain professional legal advice they will refer you to an appropriate legal professional.

Following is just an organisation which can be referred to for legal issues and support.

Victorian Legal Aid
 Melbourne
 350 Queen St Melbourne VIC 3000
 GPO Box 4380 Melbourne VIC 3001 Tel: 1300 792 387

Social Programs

Apart from the Student Orientation Program the Student Support Officer will occasionally organise social events that allow all students enrolled with the TGIA to mingle and socialise. These events may range from cultural and sightseeing events, to dinners, excursions and sporting events. They will be organised as demand requires and any suggestions can be forwarded to the Student Support Officer.

Client Information Policy

TGIA is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (RTOs 2015). As such, TGIA is required to make available accurate and accessible information about the RTO, its services and performance to prospective and current clients.

TGIA is committed to ensuring that current and prospective clients are provided with all relevant training and assessment information regarding the RTO, training and assessment products and its services, so that they may make informed decision about undertaking training and assessment.

- a) TGIA provides accurate, relevant and up-to-date information to clients and prospective clients, prior to enrolment or commencement of training and assessment, regarding their training and assessment options so that they may make informed choices regarding their learning needs.
- b) Course brochures have been developed for each training program and are available to all current and prospective clients.
- c) All information provided to current and prospective clients:
 - I. Accurately represent the services being provided and training products on TGIA scope of registration;
 - II. Makes reference to another person or organisation only if that person or organisation has given consent;
 - III. Includes the NRT logo only in accordance with the conditions of use specified in Schedule 4 of the Standards for RTOs 2015;
 - IV. Makes clear where a third party is recruiting prospective learners for the RTO on its behalf;
 - V. Distinguishes where TGIA is delivering training and assessment on behalf of another RTO
 - VI. Distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification from any other training or assessment delivered by the RTO;
 - VII. Only advertises non-current training products while they remain on the TGIA scope of registration;
 - VIII. Only markets or advertises licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;
 - IX. Does NOT guarantee that:
 - a) A client will successfully complete a training product;
 - b) A training product can be completed in a manner which does not meet the requirements of the learning and assessment strategy and training package;
 - c) A client will obtain a particular employment outcome where this is outside the control of TGIA.
- d) Information may be provided to current and prospective clients students in (but not limited to) (See Marketing Policy):
 - I. Policies and Procedures
 - II. Course Brochures
 - III. Student handbook
 - IV. Course confirmation letters
 - V. Participant manuals
 - VI. Assessment resources
 - VII. Training Journals

Client information includes:

Information provided to clients and prospective clients will include, but is not limited to:

- i. RTO code;
- ii. Course outcomes and pathways;
- iii. Full code, title and currency of training product, as published in the national register;
- iv. Estimated duration of the course;
- v. Expected course location;
- vi. Training and assessment arrangement, including modes of delivery available;
- vii. Enrolment and selection processes;
- viii. Work placement arrangements (as relevant);
- ix. TGIA obligations to the client, including quality assurance;
- x. Certification;
- xi. Fees and charges, including deposits, payment options and obligations (specifically under VET FEE-Help or other government subsidy and financial support arrangements [as applicable]);

- xii. Refund policy and processes;
- xiii. Provision for language, literacy and numeracy assistance and support;
- xiv. Educational and support services;
- xv. Legislative and occupational licensing requirements (as relevant);
- xvi. Flexible learning and assessment options;
- xvii. Appeals and complaints procedures;
- xviii. Participant responsibilities and expected standards of behaviour;
- xix. Materials and resources to be provided by the client.

Complaints

TGIA has a fair and equitable process for dealing with student complaints.

All students have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of the Complaints Policy.

Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.
- All students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- Final decisions will be made by the Director TGIA or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise TGIA will inform the complainant in writing providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.
- Victimisation of complainants, respondents or anyone else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the student in any current or future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

Lodging a Complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the student to the trainer /assessor/Director.

The student completes a Complaints Form to commence the process.

For further information, see TGIA Complaints Policy.

Course Fees

TGIA has developed a fair and equitable process for determining course fees, refunds and payment options.

Flexible payment options

TGIA accepts various methods of payment for course fees. Payment for courses can be made in the form of cash, Direct Deposit or PayPal.

Course fees are payable in advance and enrolments are considered tentative until payment is received.

Qualification enrolments

Fees for qualification program may be paid via a payment arrangement in advance. As full qualification payments are discounted, this payment method incurs a surcharge.

Cancellation & Transfers

Enrolment cancellation / withdrawal / deferral / amendment

Students who wish to withdraw/cancel/defer/amend their course are required to complete a Course Withdrawal Amend form.

Student Transfers

- a) **Transfer to another “Course date”** – Students are able to transfer to another course date, providing they make a request in writing a minimum of one week in advance.
The transfer is subject to course availability.

- b) **Transfer to another “Course”** – Should a student wish to transfer to another course, they need to make the request in writing a minimum of one week in advance.
The transfer is subject to course availability.

- c) **Transfer to another “Student”** – Prior arrangement no later than one week prior to the course. An administration fee is applicable for all transfers to another student.

RTO Cancellation of courses/RTO Cessation

TGIA reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a student for the course will be made within seven (7) days. TGIA has financial safeguards in place to ensure that all pre-paid fees are available for refund in the case of cancellation by TGIA.

In case the RTO stops/ceases operating during the course all applicants will be enrolled in a similar course with other RTOs. However, if the student does not wish to be transferred to another RTO, the student will be issued a statement of attainment for all units completed and the remaining monies reimbursed to them within 14 working days.

Compliance Management

- a) TGIA ensures it complies with all RTO compliance requirements across all operations and scope of registration
- b) TGIA ensures it complies with the VET quality Framework, including the following:
 - i. Standards for Registered Training Organisations (RTOs 2015)
<http://www.comlaw.gov.au/Details/F2014L01377>
 - ii. Australian Qualifications Framework (AQF)
<http://www.aqf.edu.au/>
 - iii. Financial Viability Risk Assessment Requirements 2011
<http://www.comlaw.gov.au/Details/F2011L01405>
 - iv. Data Provision Requirements 2012
<http://www.comlaw.gov.au/Details/F2013C00497>
 - v. Training Packages
<https://training.gov.au/Home/Tga>
 - vi. National Reporting for RTOs :
Total VET Activity
<http://www.industry.gov.au/skills/NationalReportingforRTOs/Pages/default.aspx>
Quality Indicator reporting (including Learning Questionnaires, Employer Questionnaires and

- Competency Completion (CCOS)
<http://www.asqa.gov.au/vet-registration/comply-with-your-obligations/quality-indicator-reporting.html>
- vii. Unique Student Identifier (USI)
<http://www.usi.gov.au/Pages/default.aspx>
<http://www.comlaw.gov.au/Details/C2014A00036>
- c) TGIA ensures that (in accordance with Standard 7.1 of RTOs 2015) its executive officers or high managerial agent:
- i. Are vested with sufficient authority to ensure the RTO complies with the RTO Standards at all times; and
 - ii. Meet each of the relevant criteria specified in the Fit and Proper Person requirements of Schedule 3 of STROs 2015.
- d) TGIA ensures operations of the RTO are quality assured, and in accordance with Standard 2.2 of RTOs:
- iii. Systematically monitors training and assessment strategies and practices to ensure ongoing compliance; and
 - iv. Systematically evaluates and uses the outcomes of the evaluations to continually improve the RTOs training and assessment strategies and practices.
- e) Quality assurance practices include, but are not limited to, the implementation of TGIA's:
- v. Evaluation and Feedback Policy; and
 - vi. Audit Policy; and
 - vii. Continuous Improvement Policy; and
 - viii. Validation Policy; and
 - ix. Partnership Policy.
- f) TGIA ensures it maintains insurance cover to protect it from possible litigation, including:
- x. Public Liability;
 - xi. Professional Indemnity;
 - xii. Workers Compensation;
 - xiii. Building and Contents;
 - xiv. Directors.
- g) TGIA ensures it cooperates with VET Regulator at all times, including:
- xv. By providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration;
 - xvi. During the conduct of audits and the monitoring of the RTO's operations;
 - xvii. By providing quality/performance indicator data;
 - xviii. By providing information about substantial changes to its operation or any event that would significantly affect the RTO's ability to comply with RTOs within 90 days of the change occurring; and
 - xix. By providing information about significant changes to its ownership within 90 calendar days of the change occurring; and
 - xx. In the retention, archiving, retrieval and transfer of records.
- h) TGIA provides an annual declaration on compliance with the RTOs to the VET regulator and in particular whether it:
- xxi. Currently meets the requirements of the RTOs for all AQF certification documentation it has issued in the previous 12 months; and
 - xxii. Has training and assessment strategies and practices in place that ensures that all current and prospective learners will be trained and assessed in accordance with the requirements of the RTOs.
- i) TGIA will comply with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations. (See Legislation Policy)
- j) TGIA informs staff and clients of any changes to legislative and regulatory requirements that affect the services delivered.
- k) TGIA's obligations to the learner, includes that the RTO is responsible for the quality of the training and assessment in compliance with the Standards for Registered Training Organizations (RTOs) 2015, and for the issuance of the AQF certification documentation.
- l) TGIA ensures it has, for all of its scope and consistent with its training and assessment strategies, sufficient:
- xxiii. Trainers and assessors to deliver the training and assessment;

- xxiv. Educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
- xxv. Learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- xxvi. Facilities, whether physical or virtual and equipment to accommodate and support the number of learners undertaking the training and assessment.

Equal Opportunity

TGIA is committed to equal opportunity policies and principles, as they affect students and employees to ensure the elimination of discrimination and harassment.

Rights and Responsibilities

TGIA has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and students.

TGIA is committed to providing an environment which recognises and respects the diversity of employees, contractors and students. TGIA is committed to providing a work and study environment free from harassment, vilification and bullying and supports the rights of all employees, contractors and students to work and study in a safe and healthy environment free from such behaviour.

TGIA will:

- Ensure that employees, contractors and students understand that these types of actions and behaviour will not be tolerated in the work/study environment.
- Request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

All employees, contractors and students have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or student feels harassed, vilified or bullied, the employee, contractor or student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Director should be contacted.

As a student of TGIA, you have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, students and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness if the person being harassed decides to lodge a complaint.

Discrimination

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law to discriminate against a person because of their age, sex, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status, sexuality or gender identification.

Both direct and indirect discrimination are against the law:

- Direct discrimination - means treatment that is obviously unfair or unequal.
- Indirect discrimination - means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups.

Harassment, Vilification and Bullying

All employees, contractors and students have an equal opportunity to work and study. TGIA will not tolerate behaviour which is of a harassing, vilifying or bullying nature.

It is against the law for employees, contractors and students to be harassed during the course of their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and students.

Harassment

In general, harassment is behaviour which is unwanted and that humiliates, offends or intimidates a person, and occurs because of a person's:

- Race, colour, ethnic or ethno-religious background, descent or national identity.
- Sex.
- Pregnancy.
- Marital status.
- Disability (including physical, intellectual and/or behavioural/psychiatric disability; past, current or future disability; actual or presumed disability).
- Sexuality (male or female; actual or presumed).
- Transgender.
- Age.

It is unlawful for a person to be harassed due to a relationship to or association with a person of a particular race, sex, marital status, disability, homosexuality, transgender or age.

Harassment in the work and study environment can be overt or subtle, direct or indirect. It can be verbal, non-verbal or physical. Harassment can occur when power is used incorrectly.

Harassment is not always intended. Actions and behaviour which one person finds amusing or unimportant may offend or hurt another person.

Examples of harassment include:

- Intrusive or inappropriate questions or comments about a person's private life.
- Unwanted written, telephone or electronic messages.
- Promises or threats to a person.
- Physical violence or the threat of physical violence or coercion.

Vilification

Vilification is the public act of a person which incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, sexuality, transgender or HIV/AIDS status.

Examples of circumstances and behaviour that may constitute vilification on the basis of a person's race, sexuality, on transgender grounds, or disability (HIV/AIDS) etc. are graffiti, speeches or statements made in public, abuse that happens in public, statements or remarks in a newspaper, journal or other publication, on radio, television or other widely accessed electronic media such as internet, email etc. People wearing symbols, such as badges or clothing with slogans, in public, gestures made in public, posters or stickers in public space.

Bullying

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion from workplace activities and "ganging up". Repeated "put-downs", aggression, threats and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and students.

Sexual harassment

TGIA will not tolerate sexual harassment in the learning or work environment.

The TGIA deplores all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

Sexual harassment is unlawful. The harasser may be held liable for unlawful actions and be required to pay damages. All employees, contractors and students have the right to work and study in an environment free from sexual harassment.

Forms of sexual harassment

Sexual harassment may take many forms. Often people do not realise that their behaviour constitutes sexual harassment, but they must be aware that behaviour that is acceptable to one person may not necessarily be acceptable to another. Sexual harassment is any unwanted behaviour of a sexual nature by one person to another at work or in a work-related setting. Examples of sexual harassment include, but are not limited to:

- Insensitive jokes and pranks.
- Lewd comments about appearance.
- Unnecessary body contact.
- Displays of sexually offensive materials, for example, calendars or posters.
- Requests for sexual favours.
- Speculation about a person's private life and sexual activities.
- Threatened or actual sexual violence.
- Threat of dismissal, loss of opportunity and so on, for refusal of sexual favours.

Complaints

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

Privacy

TGIA abides by the Privacy Act and respects students, staff and trainer/assessors' right to privacy.

As a RTO, TGIA is obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from students in secure student records. All staff must be scrupulous in using student information only for the purposes for which it was gathered. All students have access to their own records at all times.

TGIA collects information from students upon initial enquiry in order to send course information and is collected at enrolment and during the provision of the training and assessment services. The TGIA may use personal information to advise students of upcoming events and training course, for marketing and research purposes. In addition, feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

TGIA will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see TGIA Privacy Policy.

Refund Policy

Payments of all refunds, to students who are entitled to a refund, are in accordance with the following refund policy.

TGIA will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

- a) Payment of all refunds is made within one week (seven days) of application for refund.
- b) With regard to all withdrawals, TGIA will firstly encourage a student to enrol on another course date, prior to processing refund applications.
- c) Written notification of withdrawal from a training program must be provided by a student to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
- d) There is no refund applicable where a student has commenced their course/unit.
- e) There is no refund to participants who do not obtain their Statement of Attainment (SOA) after assessment.
- f) TGIA does not accept liability for loss or damage suffered in the event of withdrawal from a course by a student.
- g) TGIA provides a full refund to all students, should there be a need for TGIA to cancel a course. In the first instance TGIA will (where possible) provide an opportunity for the student to attend another scheduled course.
- h) If TGIA cancels a course, students do not have to apply for a refund, TGIA will process the refunds automatically.
- i) Refunds for cancellation of enrolments in individual courses are granted on a sliding scale:

- j) TGIA gives all learners a statutory cooling -off period, if one applies

Reason for Refund	Notification requirements	Refund
Student withdraws	In writing, eight (8) calendar days or more prior to the course commencement	100% of the course fee (paid by the student)
Student withdraws	In writing, within seven (7) calendar days prior to the course commencement.	75% of the full course fee (regardless of how much the Student has already paid)
Student withdraws	In writing, less than 24 hours prior to course commencement.	Nil Refund
Student withdrawn from the course by TGIA	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by TGIA		100% of the course fee (paid by the student)
A fee equal to 25 % of the full fee is charged where cancellations occur within seven (7) days before commencement of an enrolled course or assessment		
Fees are refunded in full where the student submits in writing reason for withdrawal, eight (8) days or more prior to commencement of an enrolled course or assessment		

Commencement dates

- Please note commencement for correspondence courses is the date that the training materials were posted/emailed to the student.
- Commencement date for a classroom-based learning mode is the first day of the course.

Workplace Health and Safety (WHS)

TGIA is committed to providing a safe and healthy learning and work environment. The safety of our students and staff is of primary importance in all activities and operations of our organisation. We are committed to implementing, maintaining and continuously improving work health and safety in all of our facilities and operations.

TGIA encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

TGIA recognises its responsibility under the Workplace Health and Safety and related regulations. The DIRECTOR has responsibility for ensuring the health and safety of staff, students, contractors and visitors. This includes:

- Provide and maintain safe plant, equipment and systems of work.
- Provide, monitor and maintain systems for safe use, handling, storage and transportation of plant, equipment and substances.
- Maintain the workplace in a safe and healthy condition.
- Provide adequate facilities to protect the welfare of all employees.
- Provide information, training and supervision for all staff and contractors, helping them to integrate WHS into their work areas and roles.
- Provide information, where relevant, to students, allowing them to learn in a safe manner.
- Check WHS system compliance via ongoing auditing.
- Integrate continuous improvement into WHS performance.

Duty of Care

TGIA is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, students, and contractors. Specific responsibilities are shown below.

TGIA Management:

- Are responsible for the effective implementation and regular review of this WHS policy.
- Must observe, implement and fulfil responsibilities under legislation that applies to WHS and endeavour to comply with relevant standards and codes of practice.
- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to TGIA Continuous Improvement processes

- Are responsible for ensuring that a WHS management system is implemented.

Staff, contractors, students and visitors:

- Have a duty of themselves and others.
- Have a responsibility to cooperate with all WHS processes.
- Have a responsibility to comply with relevant TGIA WHS management system policies and procedures.
- Must not bypass or misuse systems or equipment provided for WHS purposes.
- Must report any unsafe conditions which come to their attention to the DIRECTOR.

Accidents, Injuries and Near Misses

All incidents and near misses are required to be reported immediately. See your trainer/assessor or administration personnel to report any issues.

TGIA will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation to reasonably prevent a recurrence.

TGIA is also committed to ensuring that injury management activities commence as soon as possible after injury and that every effort is made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.

Students and employees are expected to take care to prevent work-related injuries to themselves and to others.

Investigating incidents and accidents

The Director is responsible for investigating incidents and accidents.

Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented), the Director will immediately undertake an investigation.

The process for investigations may include.

- Interview all people involved in the accident or incident and witnesses.
- Use the risk management approach to help understand the underlying hazards that caused the incident or accident and whether controls failed, were insufficient or were absent.
- Listen to recommendations of people involved in the incident or accident about what is required to prevent such incidents or accidents in the future.
- Analyse results of investigation and document recommended courses of action for evaluation by the Director.
- Once action is approved, communicates outcomes and planned actions.

Appendices

COURSE FEE:

HLATID001: \$50
HLATID002: \$100
HLATID003: \$120
HLATID004: \$150
HLTAID006: \$300

- Invoices/receipts will be raised and sent within 7 days of enrolment date
- Payment is expected within 14 days
- Cancellation fee may apply, please refer to refund policy.

PAYMENT OPTIONS:

- Cash
- Cheque (Payable to Training and Gaining Institute of Australia)
- Direct Deposit:

Account Name: TGIA.

BSB: 062-692

Account No: 32277502

- Invoice to Employer

Contact details of Employer:

Employer Name

Employer Phone & Mobile number

Employer agreed upon rate (If different from above)

HLTAID001: PROVIDE CARDIOPULMONARY RESUSCITATION

Overview

The unit of competency HLTAID001 Provide Cardiopulmonary Resuscitation provides participants with the skills and knowledge required to respond to breathing and cardiac emergencies and to perform CPR in line with the Australian Resuscitation Council Guidelines. CPR is a lifesaving technique and can sustain life until an ambulance arrives.

Duration

2 – 3 hours of face to face training.

Pre-requisites

There are no pre-requisites.

Outcomes

On successful completion, participants will receive a nationally recognised statement of attainment in HLTAID001 Provide Cardiopulmonary Resuscitation. The Code of Practice and Australian Resuscitation Council recommends that cardiopulmonary resuscitation skills are refreshed annually.

Entry Requirements

Students must have the physical ability to provide resuscitation by kneeling on the floor and performing two (2) minutes of uninterrupted CPR on an adult and infant manikin.

Students under the age of 18 years will be required to provide a signed parental consent form prior to attending the course.

Learner Support and Reasonable Adjustment

If you have a learning difficulty or any special needs or support requirements please contact us prior to enrolment. This may include but not limited to language, literacy and numeracy skills or disabilities. It's important to note that there is a physical requirement to complete 2 minutes of uninterrupted CPR on the floor with a manikin.

Recognition of Prior Learning

Recognition of prior learning is available to those who can provide other evidence that they can demonstrate the skills, knowledge, and experience described by the unit. There is a currency requirement to be able to demonstrate skills such as CPR.

Unique Student Identifier (USI)

Every student requires a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia.

A USI gives you access to an online account which keeps all your training records together, even if you move locations, change training organisations or undertake studies at different times in your life. For more information ask your training organisation or visit www.usi.gov.au.

ASSESSMENT – THEORY – Multiple choice question paper

You will be assessed on:

State/Territory regulations, first aid codes of practice and workplace procedures:

- ARC Guidelines relevant to the provision of CPR
- Safe work practices to minimise risks and potential hazards
- Infection control principles and procedures, including use of standard precautions

- Requirements for currency of skill and knowledge

Legal, workplace and community considerations:

- Awareness of potential need for stress-management techniques and available support following an emergency situation
- Duty of care requirements and respectful behaviour towards a casualty
- Own skill, limitations, consent, privacy and confidentiality requirements
- Importance of debriefing

Considerations when providing CPR:

- Airway obstruction due to body position
- Appropriate duration and cessation of CPR
- Appropriate use of an AED including chain of survival
- Standard precautions

Basic anatomy and physiology:

- Considerations in provision of first aid for specified conditions
- Chest
- How to recognize a person is not breathing normally
- Response/consciousness
- Upper airway and effect of positional change

ASSESSMENT – PRACTICAL – Physical demonstrations (skills)

The simulated assessment environments will reflect the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Skills must be demonstrated by the student working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess students' skills and knowledge. It's important that students have knowledge of the content of this course. The assessable practical skills are listed below.

You will be assessed on responding to first aid scenario and task demonstrations for:

Adult CPR: Performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor; including the demonstration of a rotation of operators with minimal interruptions to compressions

Infant CPR: Responded to a first aid scenario and performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface;

Defibrillation: Followed the prompts of an automated external defibrillator (AED)

Other:

- Manage infection control requirements
- Responding appropriately in the event of regurgitation or vomiting
- Demonstrating safe manual handling techniques
- Managing the unconscious breathing casualty
- Providing a verbal report of the incident

Course Resources

The following learning resources are provided to participants in this course.

- Adult and infant resuscitation manikins
- AED training device
- Workplace injury, trauma and/or illness record, and/or other appropriate workplace incident report form

HLTAID002: PROVIDE BASIC EMERGENCY LIFE SUPPORT

Overview

This unit of competency describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

Course Duration

6 hours of face to face training.

Pre-requisites

There are no pre-requisites.

Outcomes

On successful completion, participants will receive a nationally recognised statement of attainment in HLTAID002 Provide Basic Emergency Life Support, valid for three (3) years from the completion date. The Code of Practice and Australian Resuscitation Council recommends that cardiopulmonary resuscitation skills are refreshed annually.

Entry Requirements

Students must have the physical ability to provide resuscitation by kneeling on the floor and performing two (2) minutes of uninterrupted CPR on an adult and infant manikin.

Students under the age of 18 years will be required to provide a signed parental consent form prior to attending the course.

Learner Support and Reasonable Adjustment

If you have a learning difficulty or any special needs or support requirements please contact us prior to enrolment. This may include but not limited to language, literacy and numeracy skills or disabilities. It's important to note that there is a physical requirement to complete 2 minutes of uninterrupted CPR on the floor with a manikin.

Recognition of Prior Learning

Recognition of prior learning is available to those who can provide other evidence that they can demonstrate the skills, knowledge, and experience described by the unit. There is a currency requirement to be able to demonstrate skills such as CPR.

Unique Student Identifier (USI)

Every student requires a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia.

A USI gives you access to an online account which keeps all your training records together, even if you move locations, change training organisations or undertake studies at different times in your life. For more information ask your training organisation or visit www.usi.gov.au.

ASSESSMENT - THEORY - Multiple choice question paper

You will be assessed on:

State/Territory regulations, first aid codes of practice and workplace procedures:

- ARC Guidelines relevant to the provision of CPR
- Safe work practices to minimise risks and potential hazards
- Infection control principles and procedures, including use of standard precautions
- Requirements for currency of skill and knowledge

Legal, workplace and community considerations:

- Awareness of potential need for stress-management techniques and available support following an emergency situation
- Duty of care requirements and respectful behaviour towards a casualty
- Own skill, limitations, consent, privacy and confidentiality requirements
- Importance of debriefing

Considerations when providing CPR:

- Airway obstruction due to body position
- Appropriate duration and cessation of CPR
- Appropriate use of an AED including chain of survival
- Standard precautions

Principle and procedures for first aid management of the following scenarios:

- Allergic reaction and Anaphylaxis
- Bleeding control and shock
- Cardiac conditions, including chest pains
- Choking and airway obstruction
- Respiratory distress, including asthma
- Stroke

Basic anatomy and physiology:

- Considerations in provision of first aid for specified conditions
- Chest
- How to recognise a person is not breathing normally
- Response/consciousness
- Upper airway and effect of positional change

ASSESSMENT – PRACTICAL

Physical demonstrations (skills)

The simulated assessment environments will reflect the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Skills must be demonstrated by the student working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess students' skills and knowledge.

It's important that students have knowledge of the content of this course. The assessable practical skills are listed below.

You will be assessed on performing first aid scenario and task demonstrations for:

- Infant CPR
- Adult CPR & defibrillation
- Recovery position
- Verbal reporting, debriefing and evaluating
- Anaphylaxis & autoinjector
- Asthma & medication
- Choking
- Bleeding control & shock

Course Resources

The following learning resources are provided to participants in this course.

- Adult and infant resuscitation manikins
- AED training device
- Adrenaline autoinjector training device
- Placebo bronchodilator and spacer device
- Roller and triangular bandages
- Workplace first aid kit
- Workplace injury, trauma and/or illness record, and/or other appropriate workplace incident report form

HLTAID003: PROVIDE FIRST AID

Overview

The unit of competency HLTAID003 Provide First Aid describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance. It applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Course Duration

- 2 days in the classroom OR
- 1 day practical in the classroom with prior online learning

Pre-Requisites

There are no pre-requisites.

Outcomes

On successful completion, participants will receive a nationally recognised statement of attainment in HLTAID003 Provide First Aid, valid for three (3) years from the completion date. The Code of Practice and Australian Resuscitation Council recommends that cardiopulmonary resuscitation skills are refreshed annually.

Pre-Course Online Learning

Pre-course learning material for the course is available online. Participants must have access to a computer, phone, tablet etc with access to the internet to complete the pre-course online learning.

Only participants who have successfully completed the pre-course learning and have their certificate of completion will be admitted into the face to face training session.

Entry Requirements

Students must have the physical ability to provide resuscitation by kneeling on the floor and performing two (2) minutes of uninterrupted CPR on an adult and infant manikin.

Students under the age of 18 years will be required to provide a signed parental consent form prior to attending the course.

Learner Support and Reasonable Adjustment

If you have a learning difficulty or any special needs or support requirements please contact us prior to enrolment. This may include but not limited to language, literacy and numeracy skills or disabilities. It's important to note that there is a physical requirement to complete 2 minutes of uninterrupted CPR on the floor with a manikin.

Recognition of Prior Learning

Recognition of prior learning is available to those who can provide other evidence that they can demonstrate the skills, knowledge, and experience described by the unit. There is a currency requirement to be able to demonstrate skills such as CPR.

Unique Student Identifier (USI)

Every student requires a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia.

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ASSESSMENT – THEORY – Multiple choice question paper

You will be assessed on:

State/Territory regulations, first aid codes of practice and workplace procedures:

- ARC Guidelines relevant to the provision of CPR
- Safe work practices to minimise risks and potential hazards
- Infection control principles and procedures, including use of standard precautions
- Requirements for currency of skill and knowledge

Legal, workplace and community considerations:

- Awareness of potential need for stress-management techniques and available support following an emergency situation
- Duty of care requirements
- Respectful behaviour towards a casualty
- Own skills and limitations
- Privacy and confidentiality requirements
- Importance of debriefing

Considerations when providing CPR:

- Airway obstruction due to body position
- Appropriate duration and cessation of CPR
- Appropriate use of an AED
- Chain of survival
- Standard precautions
- How to conduct a visual and verbal assessment of the casualty

Principles and procedures for first aid management of the following scenarios:

- Abdominal injuries
- Allergic reaction
- Anaphylaxis
- Basic care of the wound
- Bleeding control
- Burns
- Cardiac conditions, including chest pain
- Choking and airway obstruction
- Crush injuries
- Diabetes
- Dislocations
- Drowning
- Envenomation
- Environment impact, including hypothermia, hyperthermia, dehydrations and heat stroke
- Eye and ear injuries
- Fractures
- Febrile convulsions
- Head, neck and spinal injuries
- Minor skin injuries
- Needle stick injuries
- Poisoning and toxic substances
- Respiratory distress, including asthma
- Seizures, including epilepsy
- Shock
- Soft tissue injuries, including strains and sprains
- Stroke
- Unconsciousness

Basic anatomy and physiology relations to:

- How to recognise a person is not breathing
- Chest
- Response/consciousness
- Upper airway and effect of positional change
- Considerations in provision of first aid for specified conditions

ASSESSMENT PRACTICAL – Practical tasks and scenario demonstrations

The simulated assessment environments will reflect the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Skills must be demonstrated by the student working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess students' skills and knowledge.

The assessable practical skills are listed below.

You will be assessed on performing first aid scenario and task demonstrations for:

1. DRSABCD & recovery position
2. Infant CPR & Adult CPR & defibrillation
3. Anaphylaxis & autoinjector
4. Asthma & medication
5. Choking
6. Bleeding, shock, head injuries, fractures
7. Envenomation – pressure immobilisation technique for a snake bite

Course Resources

The following learning resources are provided to participants in this course.

- Online 'Fun with First Aid' Flipbook
- Adult and infant resuscitation manikins
- AED training device
- Adrenaline autoinjector training device
- Placebo bronchodilator and spacer device
- Roller and triangular bandages
- Workplace first aid kit
- Workplace injury, trauma and/or illness record, and/or other appropriate workplace incident report form

HLTAID004: Provide an Emergency First Aid Response in an Education & Care Setting

Overview

This unit of competency describes the skills and knowledge required to provide first aid response to infant's children and adults. This unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

Course Duration

- 2 days in the classroom OR
- 1 day practical in the classroom with prior online learning

Pre-Requisites

There are no pre-requisites.

Outcomes

On successful completion, participants will receive a nationally recognised statement of attainment in HLTAID004 Provide an Emergency First Aid Response in an Education & Care Setting, valid for three (3) years from the completion date. The Code of Practice and Australian Resuscitation Council recommends that cardiopulmonary resuscitation skills are refreshed annually.

Pre-Course Online Learning

Pre-course learning material for the course is available online. Participants must have access to a computer, phone, tablet etc with access to the internet to complete the pre-course online learning.

Only participants who have successfully completed the pre-course learning and have their certificate of completion will be admitted into the face to face training session.

Entry Requirements

Students must have the physical ability to provide resuscitation by kneeling on the floor and performing two (2) minutes of uninterrupted CPR on an adult and infant manikin.

Students under the age of 18 years will be required to provide a signed parental consent form prior to attending the course.

Learner Support and Reasonable Adjustment

If you have a learning difficulty or any special needs or support requirements please contact us prior to enrolment. This may include but not limited to language, literacy and numeracy skills or disabilities. It's important to note that there is a physical requirement to complete 2 minutes of uninterrupted CPR on the floor with a manikin.

Recognition of Prior Learning

Recognition of prior learning is available to those who can provide other evidence that they can demonstrate the skills, knowledge, and experience described by the unit. There is a currency requirement to be able to demonstrate skills such as CPR.

Unique Student Identifier (USI)

Every student requires a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia.

A USI gives you access to an online account which keeps all your training records together, even if you move locations, change training organisations or undertake studies at different times in your life. For more information ask your training organisation or visit www.usi.gov.au.

ASSESSMENT – THEORY – Multiple choice question paper

You will be assessed on:

State/Territory regulations, first aid codes of practice and workplace procedures:

ARC guidelines for provision of CPR and first aid to infants, children and adults

Guidelines from Australian national peak clinical bodies

Safe work practices to minimise the risk and potential hazards

First aid requirements for services under the Education and Care Services National Law

Infection control principles and procedures, including use of standard precautions

Requirements for currency of skill and knowledge

Legal, workplace and community considerations, including:

Awareness of potential need for stress-management techniques and available support following and emergency situation, including the psychological impact on children

Duty of care requirements

Respectful behavior towards a casualty

Own skills and limitations

Consent, including situations in which parental/caregiver consent is required

Privacy and confidentiality requirements

Importance of debriefing

Considerations when providing first aid including:

Airway obstruction due to body position

Appropriate duration and cessation of CPR

Appropriate use of an AED, including placement of pads for adults and children aged older than 8 years old

Specific considerations when using an AED on children aged between 1 and 8 years, including identification of AED with pediatric capability, pediatric voltage and use of pediatric pads

Chain of survival

Standard precautions

How to conduct a visual and verbal assessment of the casualty

Principles and procedures for application of first aid management of the following scenarios:

Abdominal injuries Allergic reactions

Anaphylaxis, including signs, symptoms and triggers and using different types of adrenaline auto injectors

Asthma, including signs, symptoms and triggers and using different types of bronchodilators

Basic care of a wound

Bleeding control

Burns

Cardiac conditions, including chest pains

Choking and airway obstructions

Crush injuries

Diabetes

Dislocations

Drowning

Envenomation

Environment impact, including hypothermia, hyperthermia, dehydration and heat stroke

Eye and ear injuries

Febrile convulsions

Fractures

Head, neck and spinal injuries

Minor skin injuries

Needle stick injuries

Poisoning and toxic substances

Respiratory distress

Seizures, including epilepsy

Shock

Soft tissue injuries, including sprains and strains

Stroke

Unconsciousness

Basic anatomy and physiology relating to:

How to recognise a person is not breathing normally

Chest

Infant respiratory systems and implications for provision of CPR

Basic anatomical differences between adults and children, and the implications for provision of first aid

Normal clinical values for children

Response/consciousness

Upper airway and effect of positional change

ASSESSMENT – PRACTICAL

Physical demonstrations (skills)

The simulated assessment environments will reflect the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Skills must be demonstrated by the student working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess students' skills and knowledge.

It's important that students have knowledge of the content of this course. The assessable practical skills are listed below.

You will be assessed on performing first aid scenario and task demonstrations for:

1. DRSABCD & recovery position
2. Infant CPR & Adult CPR & defibrillation
3. Anaphylaxis & autoinjector
4. Asthma & medication
5. Choking
6. Bleeding, shock, head injuries, fractures
7. Envenomation – pressure immobilisation technique for a snake bite
8. Febrile convulsion / seizures
9. Verbal reporting, debriefing and evaluating

Course Resources

The following learning resources are provided to participants in this course.

- Online 'Fun with First Aid' Flipbook
- Adult and infant resuscitation manikins
- AED training device
- Adrenaline autoinjector training device
- Placebo bronchodilator and spacer device
- Roller and triangular bandages
- Workplace first aid kit
- Workplace injury, trauma and/or illness record, and/or other appropriate workplace incident report form

HLTAID006 Provide Advanced First Aid

Overview

This unit of competency describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aider's until the arrival of medical assistance.

Course Duration

- 2 days in the classroom OR
- 1 day practical in the classroom with prior online learning

Pre-Requisites

There are no pre-requisites.

Outcomes

On successful completion, participants will receive a nationally recognised statement of attainment in HLTAID006 Provide Advanced First Aid, valid for three (3) years from the completion date. The Code of Practice and Australian Resuscitation Council recommends that cardiopulmonary resuscitation skills are refreshed annually.

Pre-Course Online Learning

Pre-course learning material for the course is available online. Participants must have access to a computer, phone, tablet etc with access to the internet to complete the pre-course online learning.

Only participants who have successfully completed the pre-course learning and have their certificate of completion will be admitted into the face to face training session.

Entry Requirements

Students must have the physical ability to provide resuscitation by kneeling on the floor and performing two (2) minutes of uninterrupted CPR on an adult and infant manikin.

Students under the age of 18 years will be required to provide a signed parental consent form prior to attending the course.

Learner Support and Reasonable Adjustment

If you have a learning difficulty or any special needs or support requirements please contact us prior to enrolment. This may include but not limited to language, literacy and numeracy skills or disabilities. It's important to note that there is a physical requirement to complete 2 minutes of uninterrupted CPR on the floor with a manikin.

Recognition of Prior Learning

Recognition of prior learning is available to those who can provide other evidence that they can demonstrate the skills, knowledge, and experience described by the unit. There is a currency requirement to be able to demonstrate skills such as CPR.

Unique Student Identifier (USI)

Every student requires a Unique Student Identifier (USI) to obtain a certificate or qualification from their registered training organisation when studying a nationally recognised training course in Australia.

A USI gives you access to an online account which keeps all your training records together, even if you move locations, change training organisations or undertake studies at different times in your life. For more information ask your training organisation or visit www.usi.gov.au.

ASSESSMENT – THEORY – Multiple choice question paper

You will be assessed on:

State/Territory regulations, first aid codes of practice and workplace procedures:

- ARC Guidelines relevant to provision of CPR and first aid
- Guidelines of Australian national peak clinical bodies
- Safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
- Infection control principles and procedures, including use of standard precautions
- Requirements for currency of skill and knowledge

Legal, workplace and community considerations including:

- Awareness of potential need for stress-management techniques and available support following an emergency situation
- Capabilities of emergency management services
- Consent
- Duty of care requirements
- Importance of debriefing
- Own skills and limitations
- Legal requirements of administration of medication and the rights of responsibilities of the first aider in the workplace regarding medication
- Privacy and confidentiality requirements
- Respectful behaviour towards a casualty

Considerations when providing first aid including:

- Airway obstruction due to body position

- Appropriate duration and cessation of CPR
- Appropriate use of an AED
- Assessment and interpretation of vital signs, including respirations, temperature and pulse
- Chain of survival
- How to conduct a visual and verbal secondary survey assessment of the casualty
- Priorities of management in first aid when dealing with life-threatening conditions
- Procedures for dealing with casualties who are aged or infirmed
- Procedures for dealing with major or minor accidents in the workplace
- Procedures when providing first aid to children
- Standard precautions

Principles and procedures for first aid management of the following scenarios, including complications:

- Abdominal injuries
- Allergic reaction
- Anaphylaxis
- Basic care of a wound
- Bleeding control
- Burns, including thermal, chemical, friction and electrical
- Cardiac conditions, including chest pain
- Choking and airway obstruction
- Crush injuries
- Diabetes
- Drowning
- Emergency childbirth
- Envenomation
- Environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
- Eye and ear injuries
- Febrile convulsions
- Head, neck and spinal injuries
- Levels of consciousness
- Needles stick injuries
- Poisoning and toxic substances
- Respiratory distress, including asthma
- Seizures, including epilepsy
- Shock
- Skin injuries

- Soft tissue musculoskeletal, including injuries sprains, strains, dislocations and fractures
- Stroke
- Substance misuse, including common drugs and alcohol, including illicit drugs

Basic anatomy and physiology relating to:

- How to recognise a person is not breathing normally
- Chest, skeleton, joints and muscles
- Response/level of consciousness
- Upper airway and effect of positional change
- Considerations in provision of first aid for specified conditions

ASSESSMENT – PRACTICAL

Practical demonstrations

Simulated assessment environments must reflect the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess students' skills and knowledge.

It's important that students have knowledge of the content of this course. The assessable practical tasks are listed below, showing what skills will be assessed.

You will be assessed on your demonstrations of:

Adult CPR: Responded to a first aid scenario and performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor;

Infant CPR: Responded to a first aid scenario and performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface;

Defibrillation: Followed the prompts of an automated external defibrillator (AED)

Other:

- Manage Infection control requirements
- Followed the prompts of an automated external defibrillator (AED)
- Demonstrated safe manual handling techniques and
- Provide a verbal report of the incident

Applied first aid procedures:

- Allergic reaction
- Anaphylaxis
- Bleeding control
- Choking and airway obstruction

- Conducted a basic triage for multiple casualty incident
- Envenomation (using pressure immobilisation)
- Fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
- Head, neck and spinal injuries (using immobilisation principles)
- Respiratory distress – including asthma
- Seizure
- Located and interpreted workplace policies and procedures

Course Resources

The following learning resources are provided to participants in this course.

- Online 'Fun with First Aid' Flipbook
- Adult and infant resuscitation manikins
- AED training device
- Bag valve mask
- Adrenaline autoinjector training device
- Placebo bronchodilator and spacer device
- Roller and triangular bandages and wound dressings
- Workplace first aid kit
- Workplace injury, trauma and/or illness record, and/or other appropriate workplace incident report form

Appendix 7 – Student Support Form

Student Support Form					
SECTION 1 – Personal Details					
Name:		Title:	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss		
Address:		Post Code:			
Email:		Tel/ Mobile:			
SECTION 2 – Course / Unit/ Module Details					
Code/Title:		Date:	/ /		
SECTION 3 – Student/Client Declaration					
I have read and understood the TGIA Student Support Policy and I declare that the other party to the issue may be contacted in an attempt to resolve the issue. I agree that TGIA may conduct independent evaluation checks and that I may be requested to submit further information upon request or attend a meeting to discuss this matter further.					
Signature:		Date:	/ /		
SECTION 4 – Issue Details					
Please tick the following areas to which your issue relates:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Academic Issues <input type="checkbox"/> Financial Issues <input type="checkbox"/> Accommodation Issues <input type="checkbox"/> Medical Issues </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Issues <input type="checkbox"/> Legal Issues <input type="checkbox"/> Other: _____ _____ _____ </td> </tr> </table>				<input type="checkbox"/> Academic Issues <input type="checkbox"/> Financial Issues <input type="checkbox"/> Accommodation Issues <input type="checkbox"/> Medical Issues	<input type="checkbox"/> Social Issues <input type="checkbox"/> Legal Issues <input type="checkbox"/> Other: _____ _____ _____
<input type="checkbox"/> Academic Issues <input type="checkbox"/> Financial Issues <input type="checkbox"/> Accommodation Issues <input type="checkbox"/> Medical Issues	<input type="checkbox"/> Social Issues <input type="checkbox"/> Legal Issues <input type="checkbox"/> Other: _____ _____ _____				
Does your issue involve another person (e.g. Trainer/Assessor/other student)? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, please provide their name:					
Name:		Name:			
Address:		Address:			
Tel/Mobile:		Tel/Mobile:			

Please outline the nature/circumstances of your Issue:

What actions have you taken, in an attempt to resolve this Issue:

What action/resolution would you like to see occur/implemented:

Admin Use Only

<input type="checkbox"/> Student Support Form (Admin)	Initial		Date:	/	/
<input type="checkbox"/> Student Support (Register)	Initial		Date:	/	/
<input type="checkbox"/> Letter of Acknowledgement sent	Initial		Date:	/	/
<input type="checkbox"/> Issue Forwarded to Director	Initial		Date:	/	/

Note: Use "Student Support Register" to record further actions regarding this Complaint.