

Sydney Gestalt Institute

Trainer and Assessor Handbook

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Introduction

This Handbook aims to provide Trainers and Assessors with important information regarding:

- Mission statement and objectives
- Policies and procedures
- National Assessment Principles

Mission Statement

The mission of the Sydney Gestalt Institute program is to promote the application of Gestalt theory and practice and to train competent Gestalt Therapists.

In fulfilling this mission, the curriculum provides a training program of excellence which emphasises the experiential nature of learning, theory and practice, personal growth, supervision and professional development.

The design of this program is guided by the central belief in the wholeness of human experience and the responsibility of all participants, leaders and trainees, for their own personal growth and ongoing professional development.

The Institute is fully committed to providing a secure and supportive environment for teaching and learning, and upholding the principles of free intellectual inquiry in all research and investigation in order to operate optimally within the Higher Education arena.

S1 Continuous Improvement

Sydney Gestalt Institute employs systematic, comprehensive and collaborative processes in all aspects of its activities.

The Institute is committed to continuous improvement of its systems through identifying and acting on opportunities for improvement.

S2 Complaints, Grievances and Appeals

Sydney Gestalt Institute deals with all complaints, grievances and appeals promptly and systematically. Staff and students are informed of the Complaints, Grievances and Appeals Procedure through:

- Student orientation sessions
- Staff induction sessions
- Code of Practice
- Training Manual

S3 Legislative Compliance:

OH & S

Sydney Gestalt Institute considers the occupational health, safety and welfare of its staff and students to be of the utmost importance. Sydney Gestalt Institute takes all “reasonably practicable” steps to provide and maintain a safe and healthy workplace and learning environment.

A successful OH & S program is dependent upon all persons on Institute premises sharing responsibility for insuring a safe and healthy environment.

The Institute has a designated person with direct access to the Chief Executive who has defined responsibility and authority in relation to occupational health and safety issues within the organisation.

The Institute ensures all staff, students are aware of their responsibility regarding OH & S issues through provision of safety information and education.

Smoking is prohibited on Institute premises. Alcohol and/or illegal drugs are prohibited on Sydney Gestalt Institute premises.

Any action by staff or students that jeopardises the health, safety or welfare of others may result in dismissal.

OH & S in delivery and assessment

The delivery and assessment of all courses incorporates relevant OH & S requirements. These include contra-indications for therapeutic work such as when an individual is experiencing psychosis. All aggressive, violent or self-harming students will be restrained. This also applies to students who are in states of extreme dissociation, unable to respond to directions, make contact or take responsibility for themselves. Our duty of care would be to not allow them into class, notify a responsible person to take them to casualty or sit with them in a quiet place until the Crisis Care team arrives.

If a student is not grounded at the end of a class then it is the duty of care of the lecturers to stay with them until they are solid enough to go home. All Critical Incidents (where the lecturer assesses the student "at risk" or considerable or prolonged distress) should be reported to the O, H & S officer.

All injuries, accidents and near misses must be reported to the OH & S Officer and recorded in the Critical Incidences Log Book. All incidents will be investigated and action taken to prevent their re-occurrence. A first aid box and manual will be available for use by staff and students.

Emergency and First Aid Procedures

First Aid Procedure

- The first aid box, manual and *Critical Incidences Record Book* is kept in the cupboard near the Kitchen.
- Provide first aid assistance as required
- Provide a quiet and private place for individual to rest if required
- Refer individual to medical services if necessary
- Record details of first aid treatment in *Critical Incidences Record Book*

Emergency Evacuation Procedure

- Make sure emergency exits are kept clear at all times
- Use appropriate fire fighting equipment if situation can be contained immediately - the fire extinguishers are kept near the photocopier and at the top right hand side of the stairs
- Evacuate building and request students to congregate in designated place away from danger - out the front of the buildings on Church Street.
- Contact fire department
- Use attendance register to make sure everyone from the building is present
- Record details of event in Critical Incidences Log Book as soon as possible

Accident and injury recording and investigation

- Provide immediate first aid to individual
- Obtain medical treatment if required
- Make sure scene of accident, near miss or injury remains untouched until investigation is carried out
- Obtain statements from all witnesses to the accident, near miss or injury
- Obtain statement from injured individual as soon as possible
- Reconstruct sequence of events that lead to accident, near miss or injury
- Evaluate accident, near miss or injury and identify causes where possible
- Write up report of accident, near miss or injury in Critical Incidences Log Book set out report under following headings:
 - Date, time and place
 - Description of incident (i.e. accident, near miss or injury)
 - Sequence of events that lead to incident
 - Witness statements
 - Evaluation of incident

- Develop and implement strategies to minimise risk of similar incidents occurring

Equal Employment Opportunities (EEO)

Sydney Gestalt Institute supports equal opportunity in the selection of employees and ensures that people are not discriminated against on the basis of sex, pregnancy, race, beliefs, marital status, physical or intellectual disability, homosexuality or age. This means that all employees and those seeking employment are entitled to equal consideration and respect in their dealings with Sydney Gestalt Institute.

Sydney Gestalt Institute is committed to supporting full access to the organisation's employment opportunities by people from disadvantaged groups. This includes those disadvantaged socially, geographically, educationally, physically and intellectually, racially or by gender. At the same time Sydney Gestalt Institute also seeks to ensure the highest standards of service delivery through the employment of the best-qualified staff most suited to the available positions.

Disability Policy

Sydney Gestalt Institute is committed to supporting individuals with a physical or intellectual disability enjoy full access to employment opportunities and training programs offered by the organisation and encourages them to participate as fully and independently as possible.

Sydney Gestalt Institute:

- Reflects positive attitudes and is inclusive of people with a disability
- Strives to develop positive, informed and non-discriminatory attitudes to the needs of students with a disability amongst staff and students
- Makes reasonable adjustment in its workplace, training venue, service delivery, operations and resources in order to cater for individuals with a disability
- Arranges support services and equipment in consultation with individuals with a disability
- Ensures that individuals with a disability are consulted on all matters that affect them in relation to their disability
- Respects individuals' rights to privacy
- Works co-operatively with external agencies to achieve optimal outcome for individuals with disabilities
- Encourages students with a disability to discuss their needs upon enrolment
- Allows carers or interpreters to accompany students with a disability free of charge
- Provides resources to assist students with a disability obtain maximum value from its training programs

S4 Access & Equity

Sydney Gestalt Institute supports equal opportunity in the selection of employees and students and ensures that people are not discriminated against on the basis of sex, pregnancy, race, beliefs, marital status, physical or intellectual disability, homosexuality or age. This means that all employees and students are entitled to equal consideration and respect in their dealings with Sydney Gestalt Institute.

Alcohol and Illegal Drugs

Alcohol

The consumption of alcohol during business hours by staff or faculty is prohibited unless specific permission is given by the management of the institution.

This does not apply to special events where alcohol is served.

It is a fact that alcohol impairs judgement interfering with the ability to be present (of the imbiber) and can lead to unpleasant consequences. This could lead to accidents which could affect the offender as well as others in the environment.

Illegal Drugs

The use of and/or possession of non-prescription drugs is illegal. Persons found in possession or to be perceived to be under the influence of drugs on the premises will be escorted from the building and the police notified.

Policy

This policy applies to all staff and contractors (visiting trainers and presenters). Alcohol or drugs are not permitted on the premises and persons found to be under the influence of alcohol or drugs will be asked and escorted to leave the premises by an authorised member of the staff.

S5 Contracts and Payment

Contracts

Assistant trainers and non-teaching staff sign a contract to cover the agreed number of hours per week and/or the number of weekend sessions for a year.

Evening sessions are from 6 pm until 9:30 pm with a short tea break which is negotiated on the night.

Generally we work a seven hour day on the weekend sessions starting at 9:30 am and finishing at 5:30pm with a one hour lunch break. Tea and coffee breaks can be negotiated with the trainees.

Trainers should report back to the Directors of Training after an evening or weekend session.

Payment

Non-teaching staff are paid award rates.

The standard Institute fee for a weekend workshop is \$1,400 for a GANZ Director of Training or equivalent and \$1,200 for other Gestalt Therapist trainers and \$1,000 for in house trainers. This fee is for a two day workshop of seven hours per day.

Weekly group lecturers start with \$8,000/year fee which increases each year by \$1,000 to \$12,000 maximum. Assistant lecturers receive \$3,000 in their first year which increases by \$1,000 each year to \$7,000 maximum. Payment is biannual after receiving an invoice with ABN.

Overseas trainers are paid according to their standard fee.

For visiting trainers flights and accommodation are paid for by the Institute.

S6 Grievance

In the spirit of gestalt principles it is important that any employee or contractor with a grievance against a person/ persons have a forum where their issue can be dealt with in an appropriate manner and it that is given the time, contact and consideration it deserves, in order to reach a satisfactory conclusion.

What is a grievance?

A grievance is another word for concern or complaint to do with work.

What are some kinds of grievances?

Any problem, concern or complaint where you feel you are being unfairly treated is a grievance and any person can have one.

Some examples are:

You may have trouble or conflict with one or more other members of staff.

You may feel you are not getting enough information at work and this is preventing you from getting on with the job

You may feel you are being harassed or discriminated against.

Procedures

What do you do if you have a grievance?

Step 1.

Take your grievance to your immediate supervisor.

Be prepared to tell them exactly what has been happening and what you want to happen and would like to happen in the future.

They will assist you on a plan of action if further action is required.

Step 2.

If the matter cannot be resolved at this level then your supervisor will prepare a report to the East Coast Gestalt Academic Committee, who will assess the grievance.

You will be advised by the ECGAC of what is to be done with your complaint.

Step 3.

Every effort will be made to resolve your grievance. However it is possible that you may feel the resolution is not satisfactory. If this is the case then a letter may be written to the GANZ Ethics Committee (external to the Institute and acceptable to both parties) who will be invited to mediate.

At all times East Coast Gestalt will advise you of the progress of your grievance.

Your complaint will be completely confidential and only be disclosed with your agreement or if there are special circumstances of which you will be made aware.

Workplace Harassment

Sydney Gestalt Institute believes that all staff, students and students are entitled to enjoy a work and learning environment free of workplace harassment.

What is harassment?

Workplace harassment includes:

- unsolicited approaches, comments or physical contact of a sexual nature
- victimisation
- bullying
- racial vilification

Harassment can be based on a person's racial origin, age, marital status, disability, pregnancy, religion or sexual preference. Harassment can also be sexually based.

Examples of inappropriate behaviour constituting sexual harassment can be making unwelcome approaches to people of either gender, telling sexual jokes or innuendoes, touching or flirting with unwilling persons, making unwelcome sexual advances or requesting sexual favours.

There are many types of harassment: verbal and non-verbal. Here are some types: verbal threats, teasing, offensive jokes, stalking, name calling, offensive hand or body gestures spreading rumours or making fun of somebody.

Referring to females as "girls" may be considered offensive by some females and this should be taken into consideration.

You are encouraged to come forward immediately if you have any harassment concerns.

Procedures

It is the policy of Sydney Gestalt Institute that harassment of any type will not be tolerated.

At Sydney Gestalt Institute we urge any person who believes that they are being harassed to report the matter to a senior member of the Institute immediately.

Workplace harassment complaints are dealt with in a strictly confidential manner and are investigated promptly and thoroughly by the Sydney Gestalt Institute designated workplace harassment complaints officer.

All complaints will be treated seriously and action will be taken to stop the harassment.

Professional Development

Sydney Gestalt Institute encourages excellence of service provision by all staff members. Sydney Gestalt Institute supports and actively encourages the on-going development of each staff member. For teaching staff this includes:

- implementing supervision and evaluation strategies for Trainers
- providing professional development events
- ensuring all Trainers maintain skills and knowledge required for the services they deliver
- ensuring all Trainers integrate key competencies in the delivery of vocational training
- ensuring all Trainers maintain the national requirements for training delivery standards

S8 Assessment

Sydney Gestalt Institute ensures that the assessments it conducts, either through a training and assessment program or assessment only process, meet the National Assessment Principles.

Design of assessment events

- Design assessment events that comply with the assessment guidelines in the applicable Training Package or accredited course.
- Design assessment events that assess students against the performance criteria for each learning outcome and/or elements of competence.
- Design assessment events that assess all dimensions of competence including task skills, task management skills, contingency management skills and job/role environment skills.
- Design assessment events that integrate knowledge and skills with their practical application across a range of learning outcomes and/or units of competence where relevant.
- Make sure that assessment events are valid, flexible, reliable and fair for all students.
- Establish special needs of individual students and need to make reasonable adjustment regarding assessment
- Provide copies of assessment tools (e.g. written assignment questions, test questions, exam papers, performance checklists, etc.) to office for their records.
- Keep all original assessment tools in secure place until required.

Explanation of assessment events to students

- Hand out *Enrolment Form* and *Student Contract sheet* to each student at the start of first class
- Discuss the course content, learning outcomes and assessment events including marking criteria and due date for each assessment event
- Outline the assessment process that will be followed during the year.
- Advise students of their right to appeal assessment decisions (see Student appeal against assessment decision heading below)
- Inform students of attendance requirements in weekends and tutorials.

Conduct of assessment events

- Provide students with materials and resources necessary for them to carry out assessment tasks (e.g. written assignments, case studies, research projects, etc.) by due date. Advise them that late work will be penalised.
- Use the *Competency Skills in the Reader* as the checklist.
- Keep records of assessment outcomes in the record book supplied.
- Gather sufficient evidence to demonstrate competence
- Make assessment decision

Advise students of assessment outcomes

- Advise students of assessment outcomes
- Provide feedback to students on their assessment performance especially midyear
- Advise students where improvements are required to meet the standard of competence where necessary
- Invite students to resubmit written assignments or repeat practical demonstrations to meet the standard of competence.
- Negotiate with students new date for assessment or re-submission of assignments.

Record of assessment outcomes

- Use the *Student Records book* as the principal tool for recording assessment outcomes.
- Record results against each assessment criteria
- Record outcome on individual student's assignment
- Return assignment or test papers to individual students within one month of receiving them.

Student appeal against assessment decision

- Provide a Request for Re-assessment form to student if requested
- Request student to complete and return form as soon as possible to the office with relevant assessment documents
- Obtain written report from assessor on the assessment process for the student in question
- Arrange for re-assessment by a second qualified assessor
- Provide assessment evidence (e.g. written assignments, exam papers, performance checklists) together with original assessor's report
- Arrange re-assessment of practical assessment tasks as required
- Notify student in writing of assessment appeal decision
- Refer any further appeal to Student Complaints, Grievances and Appeals procedure

Sydney Gestalt Institute recognises that all students may have prior learning relevant to their proposed course of study developed through their previous formal or informal training, work experience and/or life experience.

The Institute ensures that RPL is offered to all applicants on enrolment in accordance with its Code of Practice.

S9 Course Delivery

Sydney Gestalt Institute fulfils the requirements of Training Packages and accredited courses on its scope of registration. It does this by:

- having access to well qualified staff, excellent facilities and equipment, and appropriate training and assessment materials to provide the training and assessment services within its scope of registration
- identifying, planning and documenting the learning and assessment strategies for each Training Package qualification and accredited course within its scope of registration
- ensuring that training staff use procedures for systematically identifying individual learning needs and can identify a range of delivery and assessment methods to suit a variety of needs. These include flexible delivery and self paced learning strategies
- ensuring that training and assessment materials are appropriate to student needs and delivery methods employed
- ensuring that language, literacy and numeracy requirements are consistent with workplace needs and course outcomes
- ensuring that customisation of its training programs meet the requirements specified in relevant Training Packages or accredited courses
- negotiating workplace delivery and assessment strategies with employers and students. It works with employers to integrate any on the job training and assessment and schedules workplace visits to monitor/review the training and assessment;
- developing, implementing and monitoring individual training plans for Apprenticeship/Traineeship Training Contracts. These plans encompass all relevant off-the-job training and structured workplace training;
- providing appropriate training facilities, equipment and resources to comply with course requirements. All training and assessment facilities, equipment and resources are maintained in good condition and kept up to date;
- providing information to students outlining core and elective modules and how these are delivered and assessed;
- ensuring that all OH & S requirements are identified and adhered to in the conduct of training and assessment;
- continually revising assessment processes to improve the quality and consistency of assessment;
- ensuring that appeal and re-assessment processes are in place for students who are unhappy with their assessment outcome. These are outlined in the Code of Practice;
- maintaining systems for recording and reporting the assessment outcomes of students and the learning outcomes they have attained.

Trainer use of facilities

- Ensure that the *rooms are left clean and tidy* at the end of each training session, supervise cleaning up and chairs in order.
- Make sure all lights, fans and electrical appliances are turned off.
- Close windows and doors.
- Lock front door and put alarm on if you are the last person to leave the building.

Dress Code

Dress rules are an important part of the professional image we wish to convey to our clients and the public. The following items of clothing are considered inappropriate for Sydney Gestalt Institute purposes:

- Joggers
- Thongs
- Shorts
- Low cut tops
- Tracksuits
- Sport tights
- Dirty or torn clothing

Smart, professional attire is encouraged

Trainer administration requirements for end of program/course

- Hand out course evaluation forms to students for completion during course - usually mid-year and at the end of the year.
- Make sure all students have completed a course evaluation form and return forms to the office for filing.

S9 Assessment validation

Sydney Gestalt Institute undertakes assessment validation at least annually. This involves a process of reviewing, comparing and evaluating assessment methods, tools and evidence to achieve standardisation in assessment so that the outcomes of training are consistent both within the organisation and with other organisations that issue the same qualification.

The Institute requires that all training and assessment staff attend assessment validation meetings to ensure they are using appropriate assessment activities and making accurate assessment decisions.

S9 Evaluation and Review

Sydney Gestalt Institute is committed to implementing systematic, comprehensive and consultative evaluation and review processes to ensure high quality service and products that meet students' needs.

The Institute monitors, reviews and adjusts its programs to ensure that the interests and welfare of students are safeguarded and that programs meet students' needs. It ensures that, where possible, industry input is sought in the monitoring and evaluation of these programs.

On-going monitoring of students' performance is undertaken to ensure the effectiveness of training delivery and assessment methods.

The Institute carries out regular reviews of programs and resources. Student feedback on course delivery and course material is sought through module and course evaluation forms. These are used as the basis of course review.

S10 Code of Conduct

It is incumbent upon staff to conduct the affairs of Sydney Gestalt Institute with a commitment to the highest standards of integrity. This includes acting at all times in an honest and ethical manner, in compliance with all laws and regulations and avoiding actual, potential or apparent conflicts of interest. Compliance with this Code of Conduct and Ethics will sustain a culture where honest and ethical conduct is recognized, valued and exemplified throughout the organisation.

PROVISIONS

1. Conflicts of Interest Generally

Employees of Sydney Gestalt Institute have a full-time responsibility to organisation. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for him or herself, any employee or an immediate family member. (For the purposes of this policy "immediate family" means a staff member's spouse or domestic partner, parents, siblings, children and in-laws.) An employee may not engage in activities that create a conflict between the interests of Sydney Gestalt Institute and those of the employee. In certain circumstances, Sydney Gestalt Institute may also be concerned about the appearance of a conflict of interest, even if no actual conflict has occurred.

2. Relationships to Suppliers

Staff members with responsibility for issuing or approving orders for the purchase of supplies, equipment, or transportation, or for contracts for employment or services for

Sydney Gestalt Institute, may not have a significant interest in any supplier of supplies or services to the Foundation. Nor may staff members' immediate family have such an interest. ("Significant interest" means any financial interest that may influence the judgment of the staff member in conducting the work of Sydney Gestalt Institute.)

3. Employment, Consultancies and Teaching Assignments

Since it is possible that non- Sydney Gestalt Institute part-time employment, paid consultancies or teaching assignments could interfere with the discharge of a staff member's responsibilities or create an actual or apparent conflict of interest with the organisation, staff members generally should not accept such assignments, especially assignments with a Sydney Gestalt Institute grantee or supplier. Exceptions may be made with approval of the Director in the following circumstances:

- a) Where such arrangement will not interfere with the staff member's responsibilities to the organisation, taking into account the staff member's commitments and responsibilities, such as travel, which may extend beyond normal working hours; and
- b) Where the arrangement will not affect, or appear to affect, the staff member's judgments on behalf of Sydney Gestalt Institute.

4. Service on Boards

Staff members who are invited to serve in their individual capacities (rather than at the request of Sydney Gestalt Institute) as trustees or directors may accept such invitations only with the prior approval in writing of the Director. Factors to be considered in evaluating such invitations include:

- a) Conflict of interest issues (for instance, whether the organization is a grantee or supplier of Sydney Gestalt Institute or is likely to become one);
- b) Likelihood of time conflicts: whether the affiliation or assignment interfere with the individual's ability to carry out his or her organisational responsibilities;
- c) Whether there is a strong relationship to the staff member's job at Sydney Gestalt Institute or professional training;
- d) What professional benefits are likely to flow to the individual and to the organisation;

5. Speaking Engagements and Articles for Publication

a) Staff members are encouraged to maintain their professional credentials by undertaking speaking engagements and writing articles appropriate to their fields of interest, provided the time for preparation and delivery does not interfere with their organisational responsibilities. Possible speeches or articles should be discussed with the staff member's supervisor. The Director should be consulted on major presentations to large audiences, such as articles for a periodical or appearances on television or radio.

b) In writing or speaking in an individual capacity, staff members are expected to clearly so indicate. Whether or not it is appropriate to explicitly disclose the staff member's employment by Sydney Gestalt Institute depends on the circumstances. If in doubt, the staff member should consult the Director.

6. Political Activities

Staff members are free to engage in political activities when, in the staff members' judgment, such activities will not conflict with their ability to carry out organisational responsibilities. Staff members should keep in mind, when making such decisions, the potential difficulty in outside perception in distinguishing between the staff members' personal and professional capacities. No political activities can be conducted during a staff member's business day, or with the use of any Sydney Gestalt Institute resources.

7. Confidentiality -Disclosure of Information

Staff members are expected to exercise the utmost discretion in regard to all matters of Sydney Gestalt Institute business. They may not communicate any information known to them by reason of their position that has not been made public, except as may be necessary in the course of their duties or by authorization of the Director. Nor shall they at any time use such information to private advantage. These obligations are not modified by participation in any activities described above and do not cease upon separation from the Foundation.

8. Compliance with Laws and Regulations

A variety of laws and regulations apply to Sydney Gestalt Institute, the violation of which may carry civil or criminal penalties for Sydney Gestalt Institute and/or the individual. It is the responsibility of each staff member to comply with all such laws and regulations. Staff members are also required to observe the laws and regulations of countries in which they travel, including each country's currency exchange regulations.

9. Accuracy of Financial Accounting and Reporting

Sydney Gestalt Institute takes very seriously its obligation to comply with the highest standards of financial accounting and reporting. Staff members, in addition to complying with all applicable laws, rules and regulations, to the extent applicable to their duties must:

- a) endeavour to ensure full, fair, timely, accurate and understandable disclosure in Sydney Gestalt Institute filings;
- b) Record or participate in the recording of entries in the organisation's books and records that are accurate to the best of their knowledge;
- c) Comply with Sydney Gestalt Institute disclosure controls and procedures and internal controls and procedures for financial reporting; and
- d) Provide information that is accurate, complete, objective, relevant, timely and understandable.

PROCEDURES FOR COMPLIANCE WITH THIS CODE

1. Reporting Requirements and Procedures

An employee must promptly disclose actual or potential conflicts of interest to his or her supervisor. When invited by an outside organization to serve in a capacity described above which requires approval, the staff member should write a memo requesting approval. The memo should set forth the details, including the amount of time that will be required; the benefit Sydney Gestalt Institute and staff member; the remuneration, if any, to the staff member; the possible cost to Sydney Gestalt Institute; any travel cost to be reimbursed by the inviting organization; and the relationship of the organization to Sydney Gestalt Institute.

2. Complaint Procedure

If a staff member thinks he or she has, or in good faith thinks another staff member has, violated any provision of this Code, that staff member should immediately report the suspected violation to his or her immediate supervisor or other appropriate individuals within Sydney Gestalt Institute. Reported violations of this Code will be investigated, addressed promptly and treated confidentially consistent with the need to investigate, prevent or correct the violation.

3. Retaliation is Prohibited

No one reporting an actual or suspected violation of this Code or other unlawful act in good faith will be subject to retaliation of any kind. Retaliation against an individual for reporting an actual or suspected violation of this Code in good faith or for participating in an investigation of a violation is a serious violation of this Code and may be subject to disciplinary action.

S12 National Assessment Principles

Principle	Essential Features
1. Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist.	1.1 Endorsed industry/enterprise competency standards are the benchmarks for all assessment activity conducted for the purposes of national recognition, regardless of whether this is through a training and assessment pathway or an assessment only pathway.
	1.2 Where national industry/enterprise endorsed standards do not exist, specified competencies agreed to by the appropriate industry, enterprise, professional or community are the benchmarks for assessment.
2. Assessment guidelines within endorsed Training Packages provide the framework for assessment of the units of competence within that industry, industry sector or enterprise.	2.1 Where a relevant endorsed Training Package exists, assessment will be conducted in accordance with the assessment guidelines and competency standards of the endorsed Training Package.
3. Endorsed industry/enterprise standards form the basis of qualifications and Statements of Attainment in the vocational education and training sector, where they exist.	3.1 Qualifications within the vocational education and training sector of the Australian Qualifications Framework are based on endorsed packages of national industry/enterprise competency standards.
	3.2 Where national industry/enterprise endorsed standards do not exist, qualifications or Statements of Attainment must be based on specified competencies agreed to by the appropriate industry, enterprise, professional or community group.
	3.3 A qualification or a Statement of Attainment under the Australian Qualifications Framework may be attained through a variety of pathways, including training and assessment pathways as well as assessment only pathways.
4. Assessment conducted for the purposes of national recognition should lead to a qualification or Statement of Attainment under the Australian Qualifications Framework.	4.1 All assessment activity that is conducted for the purposes of national recognition, regardless of whether this is through a training and assessment pathway or an assessment only pathway, should lead to the issuing of a qualification or Statement of Attainment under the Australian Qualifications Framework.
	4.2 A qualification or Statement of Attainment, recognised under the Australian Qualifications Framework, should be issued when an individual is assessed as competent against endorsed competency standards. Assessment for national recognition purposes is underwritten by effective mutual recognition arrangements under the Australian Recognition Framework, which requires all registered Training Organisations throughout Australia to fully recognise and credit qualifications and Statements of Attainment issued by all other Registered Training Organisations.
5. Assessment should be undertaken by, or auspiced through, a Registered Training	5.1 Assessment for national recognition purposes should be undertaken by, or auspiced through, a Registered Training Organisation.

Organisation.	
6. Assessment for national recognition purposes shall be conducted within a quality assurance framework.	6.1 Assessment for national recognition purposes, regardless of whether this is through a training and assessment pathway or an assessment only pathway, should be undertaken by qualified assessors, involve the use of industry-endorsed assessment guidelines and be underpinned by an appeals process. Assessment against competencies in a Training Package will be carried out in accordance with the endorsed assessment guidelines within the Training Package. The endorsed assessment guidelines include the necessary qualifications for those conducting assessment and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.
	6.2 All assessments require the application of the following endorsed competency standards: 'The Assessment Competency Standard: Conduct Assessment in Accordance with an Established Assessment Procedure' and 'Extension Unit: Plan and Review Assessment' from the Competency Standards for Assessment the relevant vocational competencies, at least to the level being assessed.
	6.3 Assessment carried out by or under the auspices of a Registered Training Organisation will be subject to audit, consistent with Australian Recognition Framework (ARF) requirements. External audit procedures should focus on improving both the operation and outputs of assessment processes.
7. Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment under the Australian Qualifications Framework.	7.1 Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment.
	7.2 Partnership arrangements involving Registered Training Organisations can be developed to establish assessment arrangements that enable individuals to gain national recognition under the Australian Qualifications Framework.
8. Assessment processes shall be valid, reliable, flexible and fair.	8.1 Assessment processes must cover the broad range of skills and knowledge needed to demonstrate competency.
	8.2 Assessment of competence should be a process which integrates knowledge and skills with their practical application.
	8.3 During assessment, judgments to determine an individual's competence should, wherever practicable, be made on evidence gathered on a number of occasions and in a variety of contexts or situations.
	8.4 Assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
	8.5 Assessment should cover both the on- and off-the-job components of training.
	8.6 Assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired.
	8.7 Assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard unit to

	another.
	8.8 Assessment practices must be equitable for all groups of individuals.
	8.9 Assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment.
	8.10 There should be a participatory approach to assessment. The process of assessment should be jointly developed/agreed between the assessor and the assessee.
	8.11 Opportunities must be provided to allow individuals to challenge assessment decisions with provision for reassessment.
9. Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.	9.1 Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.
	9.2 The body that is responsible for issuing the qualification or Statement of Attainment under the Australian Qualifications Framework should also be responsible for maintaining and operating a secure, permanent and reliable system for recording and storing assessment outcomes.
10. Assessment reporting systems should indicate the units of competence that the individual has attained.	10.1 Qualifications and Statements of Attainment issued under the Australian Qualifications Framework should indicate the units of competency that the individual has attained.
	10.2 Assessment reporting systems should conform with any national nomenclature developed for reporting assessment outcomes.
	10.3 Statements of Attainment issued under the Australian Qualifications Framework should have a nationally consistent format and include common categories of information.
11. Assessment systems should incorporate ongoing monitoring and review processes.	11.1 Assessment systems should incorporate ongoing monitoring and review processes.
12. Assessment processes shall provide for the recognition of prior learning regardless of where these have been acquired.	12.1 Recognition of prior learning focuses on identifying the endorsed industry/enterprise competency units currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred.
	12.2 Recognition of prior learning underpins any system of competency-based training. It is essential that Registered Training Organisations have a demonstrable commitment to recognising the prior learning of individuals.
	12.3 Recognition of prior learning shall be available to all potential applicants.
	12.4 Recognition of prior learning shall involve processes that are fair to all parties involved.
	12.5 Recognition of prior learning shall involve the provision of adequate support to potential applicants.

