



Student Handbook

We are proud to be a registered training organisation with the Australian Skills Quality Authority (ASQA). This means that the qualifications we issue are nationally recognised under the Australian Qualifications Framework.

Student Handbook

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Welcome

Thank you for choosing Jessie's Coffee School. We look forward to working with you to achieve your training and career goals.

Jessie's Coffee School is committed to providing high quality standards of vocational education and training, we aim to provide a happy, friendly atmosphere in which to learn.

Jessie's Coffee School will ensure that you will receive the opportunity to fulfil your personal potential during your training and every endeavour will be made by staff to accommodate the training to meet your individual needs.

It is important to keep this handbook on hand during your training, as it will provide additional guidance as you progress throughout your training. In this handbook, you will find information about Jessie's Coffee School's policies and procedures, together with supporting information that you may need to refer to.

If you have any suggestions on how we can improve our policies and procedures, we would love to hear from you.

We sincerely hope your time at Jessie's Coffee School is a memorable and productive learning experience.

If you require any assistance with understanding these guidelines, please do not hesitate to ask your trainer for assistance, who can explain the process further.

Our Vision

Is to combine resources, experience and knowledge-sharing processes with innovation and inspiration.

The goal is to empower people to understand that with willingness an invincible competitive position is gained, a superior and dominant product offer will be created, and excellence in customer service will result.

ASQA is the Australian Government training body that oversees the delivery of vocational training and education throughout Australia and the accreditation of training organisations.

This logo will appear at the bottom of your certificate. The Nationally Recognised Training logo means that the course material has been approved and that the qualification will be recognised throughout Australia.



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Expectations of Participants

You are asked to read these expectations thoroughly before agreeing to commence any training or assessing:

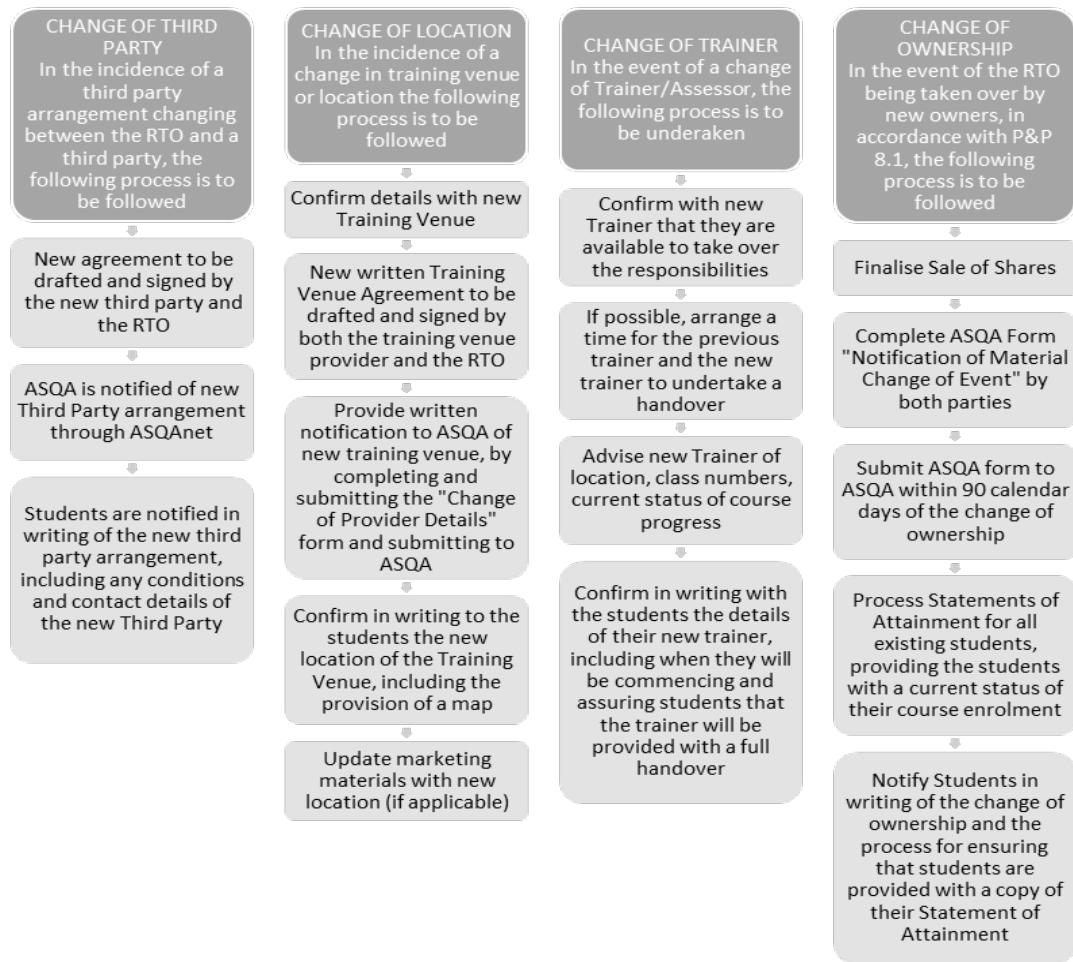
1. All participants are expected to attend training to successfully complete each unit of competency. **Attendance is mandatory.** For every session missed, a doctor's certificate or a supervisor statement is required to explain non-attendance.
2. You must maintain a high standard of presentation at all times.
3. To participate in all training activities and carry out any tasks that may be asked by your training consultant to the best of your ability.
4. To complete self-paced learning workbooks, and assessments as required. **Submission of assessment tasks is mandatory.** An assessment task (mostly written) is given out at each session (or can be electronically given at the end of the unit) and relates directly to what was covered in that session. Participants are required to work **INDIVIDUALLY** (group assignments not accepted), to complete these. Always submit your work to your assessor upon completion. A deadline date for submissions is always set and communicated to you. Extensions may be possible, however, participants will need to advise their trainer/assessor of the need for an extension before the due date.
5. To produce a Doctor's Certificate for all sick days in the case of face-to-face training. You must advise your Trainer/Assessor if you will be unable to attend a particular session. Absenteeism may result in units not being completed, or competencies not being achieved. Excessive absenteeism may result in your removal from the program. Excessive tardiness may result in you being marked absent for that training session.
6. Any concerns that you may have regarding your progress throughout the training program should be discussed with your trainer/assessor.
7. You must advise *Jessie's Coffee School* of any changes in your personal details on the Student Enrolment Details form.
8. You must keep training areas and facilities tidy at all times.
9. Consumption, or being under the influence of alcohol or illicit substances during the training hours is unacceptable and will result in you being asked to leave the premises. Continued abuse of this policy may result in your removal from the program.
10. Your behaviour must not interrupt or threaten other participants. Abusive behaviour or physical violence can result in instant expulsion from your program.
11. You may receive a "National Student Outcomes Survey" inviting you to participate. The purpose of this is to quality check the processes and outcomes of Australian recognised qualifications.

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Changes to Agreed Services

Where there are any changes to the agreed services that will affect the learner, including in the event of Jessie's Coffee School closing down, Jessie's Coffee School will advise the learner in writing within 10 business days of the event, this includes changes to any new third-party arrangements or a change of ownership or any changes to existing third party arrangements.

Changes to Agreed Services Process



Structure of Courses

As a general rule, training courses and programs are divided into various subject areas. Depending upon which course or program you are doing, these subject areas are called *modules or units of competency*

Within each module or unit, there is a series of learning outcomes that reflects the skills or competencies that you need to be able to show that you can do in order to satisfy the assessment requirements.

The amount of training for each unit of competency varies, depending on the unit requirements.

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The session times and dates are set and communicated to you. If you have any queries in regards to this please don't hesitate to contact us on our contact information provided.

Competency Based Training

Competency-based training relies on 4 areas to be effective – Skill, Knowledge, Understanding and Attitude.

Some people are very good at applying skills but do not understand why they are required to complete the tasks. Some people have a great amount of knowledge yet can not put it into practice.

Being COMPETENT in competency-based training and assessment means that you can learn and retain knowledge, understand how it fits into the big picture of your organisation AND put it into practice in the workplace in line with their standards and procedures. Of course the right attitude is required to make all this work.

Competency-based training requires staffs to gain knowledge/understanding of workplace standards and procedures and then put them into action.

Foundation Skills

Foundation Skills describe non-technical skills and competencies which play an important part in contributing to an individual's effective and successful participation in the workplace. They may also be called key skills, core skills, essential skills, employability skills, or transferable skills.

Foundation Skills Summaries for your qualification can be downloaded from <http://training.gov.au>

On-The-Job Training

Unlike staff that attend off-the-job training, on-the-job staff need to be self-motivated and dedicated. The use of manuals will assist in the introduction of new skills but it is up to the staff, with the employer's guidance, to put these skills in to practice.

If you are employed, your employer is there to assist with the application of new skills, understanding the processes, application of standards and will be ready to answer any questions in relation to the day to day functions required of the staff.

Training Manuals

The training manuals are to be used as a guide only in learning new skills and knowledge. They are not to be used to change workplace standards or procedures. Training manuals should encourage you to look at your workplace and discover the standards or procedures there.

There will be instances where a training manual will deal with an area within your workplace that you are already familiar with. This will not mean that you do not need to address that manual. It will simply mean that you can work through the manual faster.

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Never assume that you already know how a skill is done or assume you know an answer. You need to find the correct workplace information and use it. Ask lots of questions and become a confident team member.

Assessment

Assessments play a large part in achieving your qualification. Apart from Induction, this is where your Registered Training Organisation will become involved. Jessie's Coffee School is the training organisation in this instance.

Assessment generally takes place by way of written answers to questions and demonstrations. Sometimes there are special projects that require research and further investigation. Further specific details of assessment are specified in each unit outline.

Where on-the-job assessment is specified, assessment will normally be by way of a supervisor's report, although additional assessment tasks may be set to test competency in some outcomes. Competency-based assessments DO NOT require you to sit an exam.

On the contrary, it is an opportunity for you to demonstrate your new skills and knowledge to the standards or in line with acceptable workplace practices.

To demonstrate competency in a unit, you must show that you are competent in all learning outcomes. Consequently, assessment tasks will measure all necessary competencies.

Assessment Outcomes

A student is deemed competent when all outcomes are successfully completed within a module or unit of competency. To demonstrate competency, you must satisfactorily complete each assessment task.

The stated assessment outcomes in competency-based courses are:

- **Competent:** the participant has demonstrated competency in all learning outcomes.
- **Not Yet Competent:** the participant has not yet demonstrated competency in all learning outcomes and further information or further evidence is required. Your assessor will always give you feedback to help you fulfil this.

Any areas that do not meet the standards at assessment time will be given extra time for re-assessment and in some instances re-training. This will not mean that you fail the course. It simply means you are entitled to a re-assessment. We work with you to tailor the assessment to your workplace and individual needs in order to help you through this. You will need to resubmit your assessment every time you receive a 'Not Yet Competent' result. There is no limit to the numbers of times you can submit. Our goal is to assist you through to completion.

Completion and Return of Assessment Tasks

The final dates for assessment tasks are set after consideration of the work required with the module or unit as a whole. If you are unable to submit an assessment task

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by the due date, you should contact us before the due date and give the reasons by you need an extension.

All completed assessment tasks, with the appropriate Assessment Task Cover Sheet, are to be submitted to Jessie's Coffee School.

It is your responsibility to keep a copy of your written work in case it gets lost in the mail.

You must also sign a statement on the cover sheet of each assessment task that the work done in the assessment task is your own work and not the work of any other student or person.

Jessie's Coffee School will return all assessment tasks, duly marked, to students progressively and timely throughout the program.

Assessment Q & A's

1. What will be assessed?

During this course, each staff will be assessed for the each required unit of competency so that it can be credited towards their qualification.

2. How will my assessment take place?

Within the assessment process, different types of assessment take place for specific purposes and situations. Such a flexible approach ensures that the assessor gains sufficient evidence of your competence and that assessment is fair, relevant and valid.

Sometimes, a single assessment exercise may assess a number of competencies .eg. a role play or a workplace project. The most common forms of assessment will be written using workplace examples.

3. What if I am unhappy about the assessment process?

If you are unhappy with the assessment process in any way, please talk to your assessor or to a staff member of Jessie's Coffee School.

4. What if I am unhappy about a particular assessment result?

If you are unhappy with the result of an assessment, you are able to request a re-assessment. We would issue your work to another assessor for marking. Alternative assessment methods can be designed to meet specific needs of staffs e.g. people with disabilities or with literacy/language problems.

5. What if I am absent from training or assessment activities?

If you were unable to be assessed as competent due to your absence during any of the training/assessment sessions, there may be an opportunity for you to join another class or another appointment at your workplace.

If this is not possible, we can arrange for you to undertake some other form of training and assessment such as assignments or work experience.

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6. Will I get some form of evidence to show what I am competent in?

If you complete the qualification you are issued with an accredited Certificate of Completion and an Academic Transcript. If you part complete the qualification, you will be issued with a Statement of Attainment for all units of competence which you are proven competent in. You have to be competent in all elements of a unit of competence before being deemed competent for that unit.

7. How will assessment take place in this particular course?

This varies depending on the qualification you are doing and the units selected. Most units include a few short answer questions to test your knowledge, and a written task or project for you to research and complete. Some units require demonstration. Your trainer will inform you at the beginning of your course of HOW the assessment will take place and will seek assistance from you to establish the assessment strategy suitable to you.

8. What if I need to defer or discontinue my course?

If your course is subsidised through State Training arrangements, there are formal processes and timelines we will discuss with you, that is specific to your situation. If your course is not subsidised you can defer or discontinue simply by calling or emailing our office with your reasons. Any fees you have paid in advance will be refunded to you. Any units completed towards your qualification means we will issue you with a Statement of Attainment to reflect these units.

Assessment Appeals Policy (T&S)

All students have the right to appeal on an assessment result if they believe that the result given was unfair or unjustified.

This includes Appeals arising in the following areas:

- a) Student disagrees with the result given by their Assessor (including Third Party)
- b) Student wishes to have their result reviewed by another Assessor
- c) Student wishes to be re-assessed for the same unit
- d) Student wishes to change the unit
- e) Student believes that they were discriminated against by the Assessor

Assessment Appeals Procedure (T)

All students have the right to appeal any assessment decision made by Jessie's Coffee School if they:

- Believe that the assessment is invalid and/or
- Feel that the process was invalid, inappropriate or unfair

Before making an appeal, we ask that you discuss the matter with your Trainer/Assessor in an attempt to reach a decision.

If you are still not happy, you are then entitled to lodge a formal Appeal by completing an "Complaints and Appeals Form" within 7 days of the initial discussion. Once a formal appeal is lodged a new Assessor will be appointed in an attempt to resolve the appeal. Any decision recommended by this party is not binding to either party in the dispute.

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If you are still not satisfied another registered training provider in the same curriculum area will be appointed to arbitrate and reassess participants if necessary. You have the right to a support person to be involved at all times during the appeal process.

Following is the process submitting an Appeal:

1. Student receives a result for an assessment task of which they do not agree with the result
2. Student completed a *Complaints and Appeals Form*
3. The *Complaints and Appeals Form* is submitted to the Director of compliance.
4. A written acknowledgement of receipt will be forwarded to the Student confirming receipt of the *Complaints and Appeals Form*
5. The Director of compliance will consult with the trainer/assessor and student individually
6. The Director of compliance is to follow the process on the *Complaints and Appeals Form* for the process under "Recommend Action Required for Improvement"
7. An initial meeting should be held within 10 business days
8. The student will be advised of the outcome of this consultation process within 15 business days of the dispute being lodged
9. If it is decided that there is a case for review, a suitably qualified, independent assessor will be employed to conduct another assessment. An assessment date will be negotiated with the student. Following the assessment, the student will be advised of the result within 10 business days
10. If the student is not satisfied with any decisions made in this review process, a Review Board (which may include representatives from another RTO) will be convened to review the case again. An opportunity for Improvement Form may need to be completed in order to identify any improvements on the process that may need to be made
11. All *Complaints and Appeals Forms* received are to be entered onto the Complaints and Appeals Register

All *Complaints and Appeals Forms* are to be reviewed during the monthly Quality and Compliance Meetings. If Jessie's Coffee School determines that the appeals process will take more than 60 calendar days, the Director of compliance will notify the student in writing including reasons why more than 60 days is required. The Director of compliance will regularly update the student with the process

Qualifications

All qualifications issued by Jessie's Coffee School will be in the form of a Statement of Attainment. This is presented on completion of the units that have been successfully completed.

These qualifications will have a Nationally Recognised Training (NRT) logo on them that will represent nationally recognised qualifications. This means that any other Registered Training Organisation will be required to recognise your qualification anywhere in Australia.

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The qualification will also state the Australian Qualifications Framework (AQF) level of certificate along with date of successful completion.

Access to Records

All student records, such as personal details and records of participation and progress (this includes data collected on the Enrolment Agreement Form and assessment results that are collected), are kept within a secure area. An electronic record of each Student's enrolment and participation is kept on the Student Management System for a period of 30 years, this record is password protected and is only accessible by employees of Jessie's Coffee School.

All students have the right to access their record of participation and progress within a timely manner. In order for a student to access their records they are required to submit a request in writing to Jessie's Coffee School. If the student wishes to provide a third party with access to their records, they should state this in their formal request in writing.

Jessie's Coffee School will provide, within 48 hours of receiving the written request, a confirmation in writing that Jessie's Coffee School has received a request for Access to Records and confirmation of how long it will take for the access to be granted.

In no more than 5 business days Jessie's Coffee School will provide the student with access to their records as well as a Record of Results of the student's participation and progress.

Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit. It is cheating to:

- use notes or other resources without permission during formal testing
- hand in someone else's work as your own (with or without that person's permission)
- hand in a completely duplicated assignment
- take work without the author's knowledge
- allow someone else to hand up your work as their own
- have several people write one computer program or exercise and hand up multiple copies, all represented (implicitly or explicitly) as individual work
- use any part of someone else's work without the proper acknowledgement
- steal an examination or solution from a Trainer/Assessor.

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It is not cheating to:

- discuss assignments with your Trainer/Assessor or other students to understand what is being asked for
- hand in work done alone or with the help of staff
- get help to correct minor errors in spelling, grammar or syntax (sentence construction)
- discuss assignment requirements and course materials so that you can better understand the subject (this is, in fact, encouraged)
- submit one assignment from a group of students where this is explicitly permitted or required
- use other people's ideas where they are acknowledged in the appropriate way, such as referencing using Harvard method.

Any student found plagiarising work will gain a non-completion result in the module attempted. Any person who knowingly aids another person to commit plagiarism shall be dealt with as if they themselves had committed plagiarism.

Referencing (Harvard Method)

Referencing is a standardised way of acknowledging sources of information used in assessments. Information could include evidence, ideas, theories, facts or data. If sources of information is not referenced it is considered plagiarism.

One style of referencing is called Harvard Referencing (or Author-Date system). This system has two parts:

1. Referencing within the text of the document

When referencing within the text of the document, three pieces of information about the sources of the information is required:

- the name of the author or authors
- the year of publication
- the page number (when the information/idea can be located on a particular page, or when directly quoted)

For example:

The system was first developed by XYZ Inc (Smith 2006).

Smith (2006, p. 89) states that XYZ Inc was the first to develop the system of...

"The system that XYZ Inc developed was first used by 123 Bank in 1990" (Smith 2006, p. 95).

2. A list of references at the end of the document

The List of References is a list of all the books, journal articles and other sources that were referred to throughout the document. The List of References is placed at the end of the document.

- List the sources in alphabetical order, according to the author's last name
- Avoid using numbers or bullets, unless required

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- Start a new line for each resource
- Present full bibliographic details in the following order:
 - author's surname and initial(s)
 - year of publication
 - title of publication (in italics and with minimal capitalisation)
 - publisher
 - place of publication

For example:

Cottrell, S 2001, Teaching study skills and supporting learning, Palgrave Macmillan, New York

Elvin, I 1993, Sport and physical recreation, Longman, Harlow, Essex

Ward, R 1966, The Australian legend, 2nd edn, Oxford University Press, Melbourne.

Recognition of Prior Learning

Recognition of Prior Learning is granted as a result of identifying and assessing previous and current informal education and training, work experience and/or life experience and knowledge. Previous learning and the evidence supplied is measured against pre-determined performance standards contained within the Units of Competency.

Evidence for recognition of prior learning may include any of the following:

- Performance, demonstration, or skills test/assessment
- Workplace or other pertinent observation
- Oral presentation
- Portfolio, logbook, task book, projects or assignments
- Written presentation
- Interview and questions
- Simulations
- Video, photographic (endorsed) evidence
- Competency conversations (focusing on key points to look for in responses)

Jessie's Coffee School will not be offering RPL while our typical learner does not have adequate skills, knowledge or experience in Australia to sufficiently provide the evidence. For cases outside of this situation, students are requested to contact our CEO for further assessment of your personal situation.

RPL applicants must demonstrate their claim for competency in sufficient detail to enable the assessor to make clear judgements.

Credit Transfer

Jessie's Coffee School will always recognise the AQF qualifications and Statements of Attainment issued by any other Registered Training Organisation. If your certificate or statement of attainment contains the NRT logo as shown on page 3 of this manual, we are bound by mutual recognition obligations under our registration as a registered training organisation. Credit Transfers are granted for individual units

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that are equivalent to those in the qualification you are completing with Jessie's Coffee School.

You are welcome to contact us at any time if you have any queries in this regard as training and assessment of individual needs is a key part of our business.

Record Keeping and your USI

All student records are kept on file for a period of up to 30 years and a student wishing to obtain access to these records, must make a formal request to the Training Supervisor of *Jessie's Coffee School*.

Your USI is also kept on file for the purpose of adding the unit of competencies you have completed to your USI record.

On enrolment, we request your USI number so we can add it to our student management system against your enrolment. (USI = unique student identifier) However, if you do not currently have a USI number, we ask your permission to create one on your behalf, accompanied by a legal form of ID to verify that you are the person on that ID.

Once we have your USI, we need to verify that it is true and correct and that it matches your ID information such as Name and DOB etc. This is done through our student management system by clicking a 'verify' button. When we 'verify' your USI, you will be sent an automated notice that we have accessed your USI. Our RTO name may be different on this notification, it will show Jessie's Coffee School (Legal name) or Jessie's Coffee School (trading name). If you receive this notification, please do not panic as this is required.

However, if you receive this multiple times, please contact the USI Registry and send them an email to make an enquiry to ensure someone isn't trying to access your USI without your permission. USI@education.gov.au

Protection of Privacy and Information

Jessie's Coffee School gathers and maintains information used for the purposes of registration and other fundamental activities related to being a registered training organisation with the NSW Vocational Education and Training Board. In signing an application for admission, all applicants are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the NSW Privacy and Personal Information Protection Act (1998) No 133.

Access and Equity

Jessie's Coffee School's Access and Equity Policy is based upon application of the following principles:

1. Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
2. Equality of outcomes for all people, without discrimination.
3. Access to all people to appropriate quality vocational education and training programs and services.

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4. Increased opportunity for all people to participate in vocational education and training.

With these principles in mind, the objectives of Jessie's Coffee School's Access and Equity Policy are:

- To incorporate access and equity principles and practices in key processes which affect the outcomes for individual participants in the vocational education and training system;
- To achieve equitable access for all current and potential participants and clients to vocational education and training services and programs;
- To increase the participation of people who are under-represented in vocational education and training programs, by setting targets for funding arrangements;
- To increase participation in decision-making processes associated with, and for people from under-represented groups;
- To encourage positive outcomes for participants and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs;
- To develop quality support services which enhance clients' and participants' changes to achieve positive outcomes.
- To help to prevent and eliminate discrimination on the basis of race, colour, sex, sexual preference, age, physical or mental disability, marital status, family responsibility, pregnancy, political opinion, national extraction or social origin.

Consumer Protection Information

Policy

This policy is specifically about us having processes to protect consumers and handle complaints. Jessie's Coffee School has the obligation to meet the *Statement of Expectations for Smart and Skilled Providers*, in the case of NSW. This statement sets out the NSW Government's rigorous expectations of Smart and Skilled providers in the areas of: Quality; Ethics; Accountability; and Responsiveness.

Quality - the consumers of Jessie's Coffee Schools training programs, nationwide, have the right to receive training and assessment that have quality consistent with the national VET regulator's requirements. Jessie's Coffee School facilitates professional development for its trainers, assessors and its other staff and is focused on continuous improvement to ensure it delivers services that are of high quality.

Ethics – Jessie's Coffee School ensures that all consumers are treated via ethical behaviour at all times. Our marketing activities display Jessie's Coffee School's integrity, accuracy and transparency.

Accountability – Jessie's Coffee School meets legislative and regulatory requirements which includes meeting its obligation in reporting student data, student progress and outcomes.

Responsiveness – Jessie's Coffee School ensures its training programs have relevance to industry, businesses and the community. Jessie's Coffee School provides appropriate support to assist its students to progress and complete their qualification.

Jessie's Coffee School ensures that its consumers are well informed of their rights and are given a clear avenue for complaint. Jessie's Coffee School takes steps to

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protect the privacy of its students and students are informed about the collection and use of their personal information.

Responsibility

Jessie's Coffee School CEO has the overall responsibility in the implementation of this policy. All Jessie's Coffee Schools staff and contractors have the responsibility to provide consumers with quality service, be accountable and responsive to consumers' needs, and treat all consumers in an ethical way.

Consumers have the obligation to provide accurate information and behave in a responsible and ethical manner.

Our consumer protection officer can be contacted through email at jessiecoffeeschool@gmail.com or over the phone at 0405-911827 or in person at Sydney head office which is located at Suite 611, 250 Pitt Street, Sydney, NSW, 2000.

Legislative and Regulatory Requirement

Jessie's Coffee School is subject to legislation related to training services as well as to general business practice. The legislation governs our obligation as an RTO, our obligations to consumers, and to the industry in which we deliver our training and assessment services. Jessie's Coffee School staff are made aware of the legislations and of changes as they occur. The legislation and regulatory requirement that particularly impacts on consumer protection include:

National:

- Australian Consumer Law - the national law for fair trading and consumer protection which is administered and enforced jointly by the Australian Competition and Consumer Commission (ACCC) and the State and Territory consumer protection agencies.
- Competition and Consumer Act 2010 - a series of laws and organisations designed to ensure the rights of consumers as well as fair trade, competition and accurate information in the marketplace
- Privacy Act 1988 and Australian Privacy Principles (2014)
- Standards for Registered Training Organisations 2015

NSW:

- Anti-Discrimination Act 1977
- Privacy and Personal Information Protection Act 1998
- NSW Quality Framework

Procedures

Jessie's Coffee School ensures all of its marketing activities only provide factual and accurate information to consumers about Jessie's Coffee School and gives a full disclosure of the services that are on offer and the corresponding fees. Jessie's Coffee School's advertising and marketing do not include any inducements and do not provide its consumers guarantee of successful completion outcome regardless of them not achieving competency. We do not guarantee that a course can be completed in a manner inconsistent with the Training Package requirement. We do not commit that completing a course will lead to an employment outcome if this cannot be guaranteed.

Jessie's Coffee School provides you with this Student Handbook which reiterates your rights and obligations as well as the obligations of Jessie's Coffee School. To ensure that consumers have full understanding of our processes, consumers are provided with an overview in this Handbook before enrolling into a Jessie's Coffee School qualification.

During the enrolment process, consumers are made aware of Jessie's Coffee School's privacy policy. The privacy policy is noted on our enrolment form, in this

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Handbook and on our website. The policy includes information on how we use the consumers' personal data and how consumers can access and correct your personal information held by Jessie's Coffee School. Jessie's Coffee School only collects personal information by fair and lawful means which is necessary for the functions of Jessie's Coffee School and is committed to ensuring the confidentiality and security of information provided by consumers, please refer to Jessie's Coffee Schools Privacy Policy and Procedure.

Complaints Procedure

Staff and students have the right to submit a complaint if they wish to express discontent against another person or a complaint against Jessie's Coffee Schools process or system. In order to ensure that complaints are dealt with in a timely manner, we have implemented a complaints process.

This policy and procedure is relevant to all grievances arising in the following areas:

- a) Student wishes to raise a complaint against another student
- b) Student wishes to raise a complaint against Jessie's Coffee School
- c) Student wishes to raise a complaint about a Third Party
- d) RTO staff wishes to raise complaint about a Third Party
- e) Staff wishes to raise a complaint about another staff member or a student

Complaints Process

If a student, trainer or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with Senior Management. RTO administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance.

If a Student or Staff member wishes to make a formal complaint they are required to complete a Complaints and Appeals Form, which is included in the Student and Trainers Handbook. Once the form has been completed, the form should be submitted to the Director of compliance for actioning.

If required, the student has the right to have a third party/support person assist them through the Complaints Process, this may be due to language barriers or simply at the students' request.

Following is the process for managing complaints:

1. Formal complaint is received from the complainant to Jessie's Coffee School
2. If not already submitted with the complaint, a *Complaints and Appeals Form* is completed and submitted to the Director of compliance.
3. A written acknowledgement of receipt of the *Complaints and/or Appeal* will be forwarded to the complainant following receipt by the Director of compliance within 5 business days
4. The Complaint is discussed with ALL parties involved in the grievance, and ALL parties are notified in writing of the complaint, which will ensure that order to meet the requirements of natural justice and procedural fairness
5. Grievances should be kept confidential, in order to protect the complainants
6. All *Complaints and Appeals Form* are to be reviewed at the monthly Quality and Compliance Meetings.
7. The Director of compliance is to follow the process on the *Complaints and Appeals Form* for the process under "Recommended Action Required for Improvement".
 - a. An initial meeting is to be held within 10 business days
 - b. If further investigation is required, this should be completed within 60 calendar days
8. Each appellant:
 - a. Has an opportunity to formally present his or her case

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- b. Is given a written statement of the complaint outcomes, including reasons for the decision
9. If the Complainant wishes to appeal the Complaint outcome, the student can bring the complaint before senior management for resolution, agreeable to all parties.
10. If Senior Management is party to the grievance, they will not take part in any discussions or decisions made and the appeal will be referred to the CEO.
11. If a solution has not been reached to the benefit of all parties the complainant has the right to request a review by an independent party, who is not part of Jessie's Coffee School
12. Jessie's Coffee School is responsible for acting upon the subject of any complaint found to be substantiated.
13. Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register
14. If Jessie's Coffee School determines that the complaint process cannot be finalised within 60 calendar days the Director of compliance will:
 - a. Confirm this in writing to the complainant, including reasons why more than 60 calendar days is required
 - b. Will regularly update the complainant or appellant on the progress of the matter

Complaints and Appeals Forms are to be actioned by the appropriate staff member and filed into the *Complaints and Appeals Register* and a scanned copy saved onto the student file in the database.

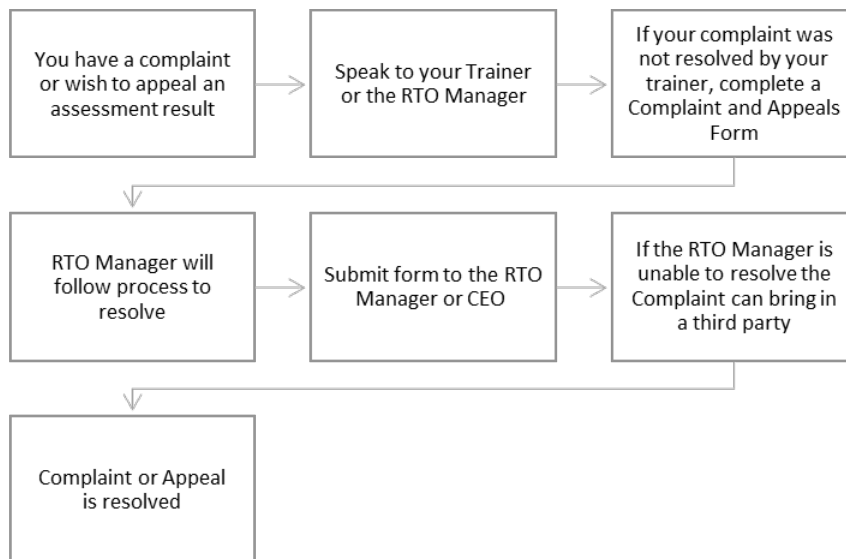
All *Complaints and Appeals Forms* are to be reviewed during the monthly team meetings and improvements are to be identified and implemented according to the daily operations of Jessie's Coffee School.

Should you disagree with the result of the appeal by Jessie's Coffee School, you can lodge a complaint to:

- National Training Complaints Hotline (<https://www.education.gov.au/NTCH>)
Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally. Email Complaints: <https://www.education.gov.au/email-complaints>
- NSW - Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).

There is no cost involved with lodging a complaint with Jessie's Coffee School.

Complaints and Appeals Flowchart



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Complaints and Appeals Form

The Complaints and Appeals Form is accessible from the Jessie's Coffee School website or a complainant can also contact Jessie's Coffee School to obtain a copy of the form.

Complaints and Appeals Register

Jessie's Coffee School has in place a register for filing completed Complaints and Appeals forms. When a complaint or appeal is received, the form collected is to be entered into the Complaints and Appeals Register and given a register number. Complaints and Appeals that are placed into the register are reviewed and monitored each month at our monthly team meetings.

Literacy Support

Language, literacy, and numeracy support is available through your local TAFE or community college. Student's needing assistance with their learning will be identified upon enrolment. It is our responsibility to assist you through your qualifications despite any language, literacy or numeracy barriers and involve support services such as an interpreter if required and agreed with your employer.

Language, Literacy and Numeracy skills are generally included and identified in Training Products and accredited course programs. In identifying language, literacy and numeracy requirements, our students are required to have basic skills in:

- Count, check and record accurately
- Read and interpret
- Estimate, calculate and measure

All students undertaking training are required to undertake an LLN Assessment.

Fee Policy

Jessie's Coffee School courses and qualifications are not fee-free. All of our courses are offered under a fee-for-service arrangement and prices are advertised on our website and marketing flyers.

Jessie's Coffee School fees are advertised on www.jessiecoffee.com.au and provided on our marketing flyers.

Prepaid fees include all fees paid in advance from individual learners and prospective students. These requirements do not apply to employers engaging Jessie's Coffee School to provide training/assessment to its staff.

Fees include **all** fees that the student is required to pay to complete the course, this includes:

- Enrolment/Administration Fees
- Tuition Fees
- Fees for materials, including text books
- Any other fee component that is a mandatory fee to complete the course

Jessie's Coffee School will ensure that all fees are clear and transparent on the course flyer.

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Threshold Prepaid Fee

Jessie's Coffee School requires a minimum deposit, which will not exceed \$1,500 per individual student, prior to course commencement. If the full course fees are below \$1,500, the full fees may be required prior to course commencement. Please refer to the course flyers for an outline of all course fees.

Following course commencement, full fees will be required to be paid by either a payment plan (if remaining fees are over \$1500), or in full (if the remaining fees are below \$1500) for tuition and other services yet to be delivered.

In order to protect students who prepay course fees in excess of \$1500, Jessie's Coffee School has in place the following policies:

- 1) If Jessie's Coffee School is unable to provide services for prepaid services, Jessie's Coffee School will place the student into an equivalent course such that:
 - a) The new location is suitable to the student
 - b) The student receives the full services for which they have prepaid at no additional cost to the student; or
- 2) Students will be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid \$50 administration fee.
- 3) Jessie's Coffee School will not collect more than \$1500 prior to course commencement and progress payments will not exceed \$1500 instalments throughout the course.
- 4) If course fees are more than \$1500, progress payments will not exceed \$1500 and the remaining course fees will be evenly distributed across the duration of the course delivery.

Refund Policy

We are unable to refund monies for students who do not turn up for classes or decide at a later date after booking but they do not want to attend. Changes to class times are allowed, but not within 48 hours of the class commencing.

Insurance

Jessie's Coffee School maintains public liability Insurance throughout its registration with adequate cover suitable for Jessie's Coffee School's size and scope of registration, which is generally set as \$20,000,000.

The CEO is responsible for ensuring that sufficient cover is in place to cover the usual risks associated with the operations of an RTO including coverage for training and assessment activities. Other insurances relevant to Jessie's Coffee School's operations may include:

- Professional indemnity, workers compensation (as required)
- Building and contents (where appropriate)

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Code of Practice

- I. **Preamble** - *Jessie's Coffee School* is committed to ensuring the continued high standing of Australian education, and therefore aims to be a provider of Australian education and training services.
 - All training and assessment will be conducted in a manner that supports these objectives so that the potential benefits to all participants are realised.
 - In gaining this registration, *Jessie's Coffee School* is committed to understanding the Commonwealth and State Government's policies and procedures.

- II. **Provider of Education and Delivery/Assessment of Training Services** - *Jessie's Coffee School* has adopted policies and management practices which maintain high professional standards in the delivery and assessment of education and training services, and which safeguard the educational interest and welfare of participants.
 - *Jessie's Coffee School* will maintain a learning environment that is conducive to the success of all participants. Although the learning environment is normally on the premises of the client, or public facility, we have the capacity to deliver the nominated courses, and use methods and materials appropriate to the learning needs of the participants. [Refer to training room setup checklist and session plan for specific topic to be presented].
 - Participants enrolled into registered courses will be monitored individually in the areas of their performance assessed, course attendance and progress.
 - *Jessie's Coffee School* will only employ suitably qualified trainers and assessors who are sensitive to the needs of the participants being taught and will provide for further training of such staff as required.
 - Assessment procedures adopted by *Jessie's Coffee School* are of a high standard, meeting the National Assessment Principles. [Refer to Assessor's Brief and documentation requirements].

- III. **Marketing of Education and Training Services** - *Jessie's Coffee School* will market their educational products and services with integrity and accuracy; avoiding vague and ambiguous clauses, and with due regard to the reputation of Australian education and training. In the provision of information, no false or misleading comparisons will be drawn with any other provider or course.
 - *Jessie's Coffee School* will market their services in consistence with the education, cultural and regulatory systems of the Australian market and will not detract from the reputation and interests of other Australian institutions.

- IV. **Financial Standards** - *Jessie's Coffee School* will safeguard funds paid by any participants/clients.
 - *Jessie's Coffee School* will make a refund to the participant/client in accordance with relevant Commonwealth or State legislation, if unable to deliver agreed services.
 - There is proper documentation of the contractual and financial relationship between the participant/client and *Jessie's Coffee School*, and *Jessie's Coffee School* will make available to the participant/client copies of this documentation.

- V. **Participant Information** - *Jessie's Coffee School* will supply accurate and current information to enable a person unfamiliar with the Australian education and training system and living conditions to make an informed

Student Handbook

decision about the appropriateness of *Jessie's Coffee School* and its courses to the participants'/clients' needs.

- *Jessie's Coffee School* will supply accurate and current information to participants/clients and prospective participants/clients on all relevant matters. This will include but not be limited to detailed and realistic estimates of costs; academic programs; flexible programs; Australian recognition given to qualifications(s) offered; withdrawal arrangements; termination of tuition; credit transfer; refund entitlements including instances where the provider defaults; and details of facilities and equipment.
- *Jessie's Coffee School* will review regularly all information provided to students/clients to ensure its accuracy and relevance.

- VI. **Client Recruitment and Placement** – Recruitment of participants/clients will be conducted at all times in an ethical and responsible manner. Offers of course placement will be based on an assessment of the extent to which the qualification, proficiencies and aspirations of the applicant are matched by the educational opportunity offered. Proficiency in English will also be assessed. *Jessie's Coffee School* will ensure that the assessment of the educational background of intending staffs is undertaken by suitably qualified staff and provide for the additional training of such staff, as appropriate.
- VII. **Student Support Services** - *Jessie's Coffee School* will be sensitive to all issues and meet the special needs of students as required, especially those with language, literacy or numeracy difficulties. These services will include mentoring, counseling, and concurrent assistance.
- *Jessie's Coffee School* ensures that participants/clients have access to fair and equitable process for dealing with grievances.
 - *Jessie's Coffee School* ensures that an appeals process is in place should the assessee not be happy with an assessment outcome.
- VIII. **Record Keeping Procedures** – *Jessie's Coffee School* issues AQF qualifications and maintains supporting records with integrity and respect of privacy. Records are accessible to current and past learners. Electronic records of certificate register and student records management data is retained for 30 years. Paper-based records are retained for 7 years. Samples of paper- based records are held beyond 7 years.

Legislative and Regulatory Requirements

When undertaking work experience, the student acknowledges that they must observe the employers Workplace Health and Safety (WHS) Policies and all workplace practices, as instructed by the employer, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all *Jessie's Coffee School* clients and students it is important that adherence to all legislative acts and regulations are observed while undertaking training.

The student acknowledges that they must observe *Jessie's Coffee School's* policies and procedures, according to State and Federal Government legislative and regulatory requirements, as set out in the Student Handbook.

I. Statutory Education License

Provisions under Part VB of The Copyright Act 1968 allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education license. The Copyright Agency Ltd (CAL) administers the Statutory Education license on behalf of the Attorney General's Department.

Any RTO electing to rely on this license is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without

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having to obtain direct permission from the owner. It facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this license an educational institution is generally not allowed to reproduce any third party material from any source, other than where there is a direct license/subscription in place, or permission has been granted by the creator of the work.

For further details about the Statutory Education license and/or how to apply, call CAL's education team on 02 9394 7600 or email educationlicenses@copyright.com.au.

II. Standards for Registered Training Organisations 2015

The Standards for Registered Training Organisations 2015 form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards set out the requirements that Jessie's Coffee School are required to meet in order to be an RTO.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011 or equivalent legislation covering VET regulation in a non-referring State as the case requires
- VET Quality Framework

Note – the National Vocational Education and Training Regulator Act 2011, or equivalent legislation covering VET regulation in a non-referring State, provides the VET Regulator with the powers necessary to carry out its functions. Nothing in these Standards may be read as limiting or diminishing those powers.

These Standards should be read in conjunction with the:

- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

All employees, including contractors, of Jessie's Coffee School are required to comply with the regulatory requirements of these standards across Jessie's Coffee School's operations and scope of registration. Compliance with the Standards includes ensuring that training products delivered by Jessie's Coffee School meets the requirements of training packages or VT accredited courses, and have integrity for employment and further study and ensure that Jessie's Coffee School operates ethically with due consideration of learners' and enterprises' needs.

III. National Vocational Education and Training Regulator Act 2011

The National Vocational Education and Training Regulator Act establishes the regulatory requirements for registration of a RTO's. The objectives of this act are:

- a) to provide for national consistency in the regulation of vocational education and training (**VET**); and
- b) to regulate VET using:
 - i. a standards-based quality framework; and
 - ii. risk assessments, where appropriate; and
- c) to protect and enhance:
 - i. quality, flexibility and innovation in VET; and
 - ii. Australia's reputation for VET nationally and internationally; and

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- d) to provide a regulatory framework that encourages and promotes a VET system that is appropriate to meet Australia's social and economic needs for a highly educated and skilled population; and
- e) to protect students undertaking, or proposing to undertake, Australian VET by ensuring the provision of quality VET; and
- f) to facilitate access to accurate information relating to the quality of VET.

Note 1: The standards-based quality framework mentioned in paragraph (b) consists of instruments made by the Ministerial Council, the Minister or the National VET Regulator.

Note 2: These objects are subject to the constitutional basis for this Act (see Division 3).

IV. Australian Qualifications Framework (AQF)

Applicants and RTOs are required to comply with the Australian Qualifications Framework (AQF), in particular when developing materials or writing Training and Assessment Strategies. The AQF is the quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The AQF Handbook outlines the requirements for setting up Certificates and Testamurs

V. Data Provision Requirements 2012 (T)

The Data Provision Requirements 2012 outlines the requirements for applicants and registered training organisations (RTOs) to capture and provide data to the regulatory body.

The data required relates to registration and performance information, including quality indicator data and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS). The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

For a copy of the AVETMIS Standard go to <http://www.ncver.edu.au> and select Statistical Standards – VET Providers.

(Note: AVETMISS is revised from time to time to maintain relevance and appropriateness. The current version can be accessed from the NCVET website (above).

The Data Provision Requirements require relevant applicants and RTOs to show that they have adequate systems to capture and report on this data against the agreed quality indicators.

VI. Privacy Protection Act 2012 & Privacy Act 1988

Jessie's Coffee School respects the importance of securing any form of personal information which is collected from the student (s) and/or other Stakeholders. Jessie's Coffee School promotes and conducts the following policy in accordance with the privacy Amendment (enhancing Privacy Protection) Act 2012, which amends the Privacy Act 1988.

Australian Privacy Principle 1 – Open and transparent management of personal information

Types of information which will be collected and where it is held

Jessie's Coffee School collects information for training purposes and compliance against NVR standards to ensure quality service is given to its students in an open and transparent way.

The information collected and stored in Jessie's Coffee School's AVETMISS database includes;

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- Student Name
- Age, sex
- Contact information
- Record progress
- For more information, please refer to Clause 17.4 on page 90 for Records Management – paper-based Policy and Procedure

How information is gathered

This information is collected for statistical purposes by the Government & regulating bodies. How Jessie's Coffee School gathers such information through the AVETMISS data collected on the enrolment form and the Q1 AQTF feedback form.

Australian Privacy Principle 2 – Anonymity and Pseudonymity

Should the student and/or stakeholder choose to remain anonymous or use a pseudonym the individual has the right when it is lawful and practicable to do so. In the case of enrolling into a nationally recognised qualification, all students must use the identity details on their photo ID which will be verified by Jessie's Coffee School.

Australian Privacy Principle 3 – Collection of solicited personal information

Personal information other than sensitive information

Jessie's Coffee School will only collect personal information that is reasonably necessary for one or more of their functions or activities.

Sensitive information

Sensitive information in which Jessie's Coffee School may collect and/or solicit, would be for lawful means as authorised by or under an Australian Law or a court/tribunal order. Should sensitive information related to the students' health and safety, Jessie's Coffee School may collect this information with the consent of the individual or authorised by or under Australian Law.

Australian Privacy Principle 4 – Dealing with unsolicited personal information

Should Jessie's Coffee School receive personal information although not solicited such information, they will determine as soon as practicable and lawful to do so, destroy the information or ensure the information is de-identified.

Jessie's Coffee School will also, within a reasonable period after receiving the information, determine whether or not it could have been collected under APP 3.

Australian Privacy Principle 5 – Notification of the collection of personal information

At or before the time, or if that is not practicable as soon as practicable after, Jessie's Coffee School collects personal information about an individual, such steps will be taken to inform the individual:

- The identity of Jessie's Coffee School and contact details
- If Jessie's Coffee School collects or has collected person details from someone other than the individual
- If the collection of personal information is required or authorised by or under and Australian law or a court/tribunal order.
- The purpose for which Jessie's Coffee School has collected the information
- The consequences (if any) for the individual if all or some of the personal information is not collected by Jessie's Coffee School
- Whom Jessie's Coffee School discloses the personal information too
- How the individual may access the personal information and seek correction of such information

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- Please refer to Clause 16.6 on page 72 for access to records Policies & Procedures
- How the individual may complain due to any form of breach
- Please refer to Clause 16.1 on page 74 for the Complaints and Appeals Policies & Procedures

Australian Privacy Principle 6 – Use or disclosure of personal information

Jessie's Coffee School will ensure and promote to its staff that disclosure of personal information for another purpose such as direct marketing, public relations and relationship building is not prohibited unless the individual has consented to the use of disclosing information.

Where State or Commonwealth funding supports training we are obliged to submit personal and progress details for research, statistical analysis, program evaluation, post completion survey and internal management purposes.

Australian Privacy Principle 7 – Direct marketing

Jessie's Coffee School will not use or disclose personal information for the purpose of direct marketing as outlined in APP 6 unless consent is made by the individual. This includes sharing your personal details with another organisation unless it is a government department.

Australian Privacy Principle 8 – Cross border disclosure of personal information

Jessie's Coffee School will only transfer personal information to an individual or someone overseas if;

- The receipt of the information is subject of law
- Jessie's Coffee School believes that the disclosure of the information is reasonably necessary for one or more enforcement activities.

Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers

Jessie's Coffee School must not adopt a government related identifier of an individual as its own identifier of the individual unless required or authorised by or under an Australian law or a court/tribunal order; if:

- The identifier is prescribed by the regulations
- The organisation is prescribed by the regulations
- The adoption, use or disclosure occurs in the circumstances prescribed by the regulations

In this case of Traineeships and Apprenticeships, students will be issued with a Training Contract Identification Number (TCID), which will be used for identified with the relevant government department.

In the case of the Unique Student Identifier (USI) all students will be required to produce this number prior to enrolment.

Australian Privacy Principle 10 – Quality of personal information

All personal information collected by Jessie's Coffee School must be accurate, up to date, complete and relevant.

Australian Privacy Principle 11 – Security of personal information

Jessie's Coffee School must ensure that personal information is protected from misuse, interference and loss from unauthorised access, modification or disclosure. To ensure this, all data is collected and stored on the student management system with limited access to authorised personnel only.

Australian Privacy Principle 12 – Access to personal information

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All students have the right to gain access to information on request that fall within the definition of personal information. Should the information be withheld from the individual, Jessie's Coffee School should provide reason why access will not be made available within lawful reasons.

VII. Workplace Health and Safety Act 2011

Jessie's Coffee School is committed to providing and maintaining a safe and healthy environment for the benefit of all clients, visitors and employees.

Jessie's Coffee School monitors and maintains the appropriate Workplace Health and Safety levels and obligations under the Federal and State rules and regulations of the NSW Work Health and Safety Act 2011.

If students have any concerns or notice a condition or practice that seems unsafe, it is important that it is brought to the attention of Jessie's Coffee School management this generally occurs through the Trainer / Assessor.

According to Division 2, Section 19 - Primary duty of care:

- a) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of:
 - workers engaged, or caused to be engaged by the person, and
 - workers whose activities in carrying out work are influenced or directed by the person, while the workers are at work in the business or undertaking.
- b) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.
- c) Without limiting subsections (1) and (2), a person conducting a business or undertaking must ensure, so far as is reasonably practicable:
 - the provision and maintenance of a work environment without risks to health and safety, and
 - the provision and maintenance of safe plant and structures, and
 - the provision and maintenance of safe systems of work, and
 - the safe use, handling, and storage of plant, structures and substances, and
 - the provision of adequate facilities for the welfare at work of workers in carrying out work for the business or undertaking, including ensuring access to those facilities, and
 - the provision of any information, training, instruction or supervision that is necessary to protect all persons from risks to their health and safety arising from work carried out as part of the conduct of the business or undertaking, and
 - that the health of workers and the conditions at the workplace are monitored for the purpose of preventing illness or injury of workers arising from the conduct of the business or undertaking.

According to Division 4 of the Act:
While at work, a worker must:

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

A person at a workplace (whether or not the person has another duty under this Part) must:

- a) take reasonable care for his or her own health and safety, and
- b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
- c) comply, so far as the person is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person conducting the business or undertaking to comply with this Act.

WHS Incident Report

The WHS Incident Report is utilised to record injuries and incidences that occur within Jessie's Coffee School/workplace and must be completed whenever an injury or incident is identified. The form collects data on the incident, personal details of the person who was injured and further action to be undertaken.

In the incident of a student injury, it is the responsibility of the Trainer/Assessor to complete the form with all the relevant details. In the incident of a staff member being injured, it is the responsibility of Administration Staff to complete the form with all the relevant details.

All staff and students are required to be safety aware and report all incidents, including an identified hazard or an injury that has occurred on Jessie's Coffee School premises or whilst on work placement. These should be either reported to your trainer or to the administration office at Jessie's Coffee School.

The following procedure should be followed when reporting an incident after the event and when the area/person has been declared safe:

1. Obtain a copy of the "WHS Incident Report" form from either a trainer or from the Jessie's Coffee School website.
2. Complete the form to the best of your abilities, by ensuring all fields are completed on pages 1, and 2, as indicated.
3. Submit completed copy to Jessie's Coffee School office for the WHS Officer.
4. Your supervisor will identify and implement any controls and forward to your WHS Coordinator.
5. WHS Coordinator to complete pages 3 and 4 of the report "Action Required/Taken", including:
 - a. How was the risk managed?
 - b. Whether the relevant safety authority and/or the insurance company was contacted

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6. WHS Coordinator to identify whether a required WHS Risk Assessment is required.
7. WHS Officer to log the “WHS Incident Report” into the “WHS Register” and file.
8. All incidences to be discussed at the next Quality and Compliance Meeting.
9. In the case of minor incidences an “Opportunity for Improvement” form should be completed.

Hazard Identification

Everyone is responsible for identifying and reporting hazards, which includes students, sub-contractors and employees of Jessie’s Coffee School. If you identify a hazard, please report it to either your Director of compliance or the administration office. You will be required to complete either an *WHS Injury Report Form* or a *Hazard Identification Report Form*.

It is important all staff report any injury immediately, by completing a *WHS Injury Report Form*, which located in the *Trainers Folder* or in the *Administration Office*. If any staff have any concerns or notice a condition or practice that seems unsafe, it is important it is brought to the attention of Director of compliance or an Administration staff member of Jessie’s Coffee School.

Emergency Procedures

An emergency situation may be described as an incident that has the potential to cause loss of life or serious injury to personnel, or major damage to equipment or property. An emergency situation develops suddenly and unexpectedly and requires immediate action to bring under control.

In the event of an emergency, if practical, save human life or prevent the emergency from escalating eg. remove people from the area, fight the fire with appropriate firefighting equipment or turn off services.

Fire Emergency

If the emergency situation involves a fire the following points should be remembered if attempting to fight the fire:

1. When using a fire extinguisher do not aim the nozzle at the centre of the fire. Work from near edge and with a sweeping motion drive the fire to the far edge.
2. Do not stand down wind or downhill of a fire.
3. If there is any chance of chemicals or explosives in the fire, evacuate the area.
4. If there is any doubt about it being an electrical fire, treat it as an electrical fire.
5. If unable to immediately control the situation it must be reported by available means such as, telephone, etc.
6. You must notify your name, type of emergency, location of the emergency and assistance required.
7. Never take any unnecessary risks in attempting to control the situation. Evacuate first.

You need to make yourself aware of Emergency Procedures, the location of fire extinguishers or hose reels and the location of the Evacuation Meeting Point.

Evacuation Procedure (T&S)

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In the event of an emergency situation eg: a fire, bomb threat, gas leak etc... each employee/contractor is required to follow the Evacuation Procedures below.

1. Upon notification to evacuate, eg alarm or a warning from the Fire Warden, each employee/contractor is to await further instructions from the Fire Warden.
2. Once the Fire Warden has given instructions to evacuate each staff member should:
 - a. follow the Fire Warden to the Evacuation Meeting Point
 - b. leave the building in an orderly manner, and
 - c. meet at the Evacuation Meeting Point indicated on the signs located around the building.
3. Upon arriving at the Evacuation Meeting Point please await further instructions from the Fire Warden or the Emergency Services.
4. Please do not leave the Evacuation Meeting Point until you are instructed to do so, as a roll call will be initiated to ensure that there are no employees/contractors or students left behind in the building.

Anti-Discrimination Act 1977

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by MIT, including their administrative practices and assessment processes, take into account the principles established by this legislation. For more information go to:

<http://www.legislation.nsw.gov.au/viewtop/inforce/act+48+1977+cd+0+N/>

Jessie's Coffee School is committed to ensuring that all of its representatives, clients and participants are treated fairly and equally in their employment and training.

1. All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment.
2. Trainer/Assessors are accountable for the implementation of this policy.
3. Jessie's Coffee School and its representatives have a responsibility to provide an environment, which is free from any form of discrimination, harassment, insult, ridicule, and victimisation or bullying either directly or indirectly.

Sexual Harassment Act 1984

All representatives of Jessie's Coffee School are required to note and agree to comply fully with the regulations and legislation preventing Sexual Harassment and ensure that all training participants are made aware of and comply with such regulations and legislation requirements.

Sexual Harassment includes but is not limited to:

1. Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual over tones (for example: jokes, slurs, assault, touch or posters)
2. Continuing to express sexual interest after being informed that the interest is unwelcome
3. Masking reprisals, threats of reprisal or implied threats of reprisals following a negative response. (for example, suggesting a poor performance report will be given)
4. Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence or affect the career, salary or environment of another

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5. Offering favours or benefits such as promotions, favourable reviews, favourable assigned tasks, etc in return for sexual favours

Jessie's Coffee School strives for an environment free of sexual harassment. These policies against harassment apply to both the training and work environments for participants, clients, staff and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal or cancellation of contract.

Harassment Act 1997

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning environment, will not be tolerated. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexual preference or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation are contrary to the duty of care to provide a safe environment for work and learning.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of Harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a client's work or work capacity
- Jokes and comments about someone's ethnicity, colour, race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.

Examples of victimisation may include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone
- Ignoring a person
- Mocking customs or cultures
- Lower assessment of client work

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear
- Behaviour that intimidates, degrades or humiliates a person
- Aggression, verbal abuse and behaviour which is intended to punish
- Personality clashes and constant 'put-downs'
- Persistent, unreasonable criticism of client work performance
- Client violence both physical and threatened against teachers

Staff and students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer or the Chief Executive Officer. All complaints will be promptly investigated.

Anti-Bullying

Violence, harassment and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment and bullying can violate these rights. They can also impact on other rights, such as the right to education and the right to health. Violence, harassment and bullying affect well-being and quality of life.

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Victims can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment and bullying can lead to suicide in extreme cases.

These are not issues that concern only children and young people. Violence, harassment and bullying can occur in a number of different environments, including in workplaces, care facilities and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place in cyberspace: over the internet and on mobile phones. New technologies enable the spread of information, ideas and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment and bullying in cyberspace.

We all have a responsibility to create a safe environment by standing up against violence, harassment and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by clients to be in violation of Jessie's Coffee School harassment, victimisation and bullying policy, report the situation to management.

Refer to your state regulatory body for more information.

Copyright Act 1968

The copyright Act 1968 is an Act relating to copyright and the protection of certain performances, and for other purposes. For more information regarding the Copyright Act 1968 visit:

<https://www.legislation.gov.au/Series/C1968A00063>

Students and staff need to be aware that photocopying of text books and assessment tools may be in breach of the Copyright Act, please adhere to the copyright requirements listed within the relevant documents you wish to copy.

Working with Children Check

Who needs a Working with Children Check?

A Working with Children Check is a prerequisite for anyone in child-related work in NSW. All training and administration staff who may come into contact with students under the age of 18 years, this includes the delivery of training and assessment, are required to complete a Working with Children Check before they are able to work with students under the age of 18.

As a Registered Training Organisation, we have adopted child-safe policies and practices to help keep students under the age of 18 safe. For more information about creating child-safe organisations or to register for a workshop, go to [Office of the Childrens Guardian](#).

A Working with Children Check includes a national police check and review of findings of misconduct involving children. The result is either a clearance or a bar.

If the outcome is a clearance, the Check is valid for five years and may be used for any child-related work (paid or voluntary) in NSW. Cleared applicants will be subject to ongoing monitoring and relevant new records could lead to a bar and the clearance being revoked.

Before engaging a new, paid, child-related worker, an employer must ensure the worker has a clearance to work with children, or a completed Check application in progress. Existing workers and volunteers should be verified online as they are phased in to the new Check.

The only way to accurately determine a person's clearance status is by verifying their Working with Children Check online; **paper evidence of a clearance should not be accepted.**

Child related work is defined as face-to-face contact with children in a child-related sector or work in a child-related role.

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Child Protection (Working with Children) Regulation 2013

In accordance with the legislation for Child Protection under Child Related Work-Education, Trainers and staff need to be aware of their responsibilities as a Trainer to protect students under the age of 18, this includes staff who:

1. Work in schools or other educational institutions (other than universities) is child-related work.
2. Work providing private coaching or tuition to children is child-related work.

Please refer to the Child Safe Policy below_

<http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+156+2013+cd+0+> [N](#)

Support Services List

The Support Services List provides a list of support services available to students through referral, please refer to the list to identify the most appropriate service for the students. If a student is unsure of the service that they require, they should contact their trainer or Jessie's Coffee School to discuss further.

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
AA - Alcoholics Anonymous	www.aa.org.au	1300 222 222	http://www.aa.org.au/contact-central-service-offices.php	Clients who are/or have been affected by alcoholism
Australia.gov.au	http://www.australia.gov.au/	Website	Refer to Website	Covers a broad range of assistive support including LLN
Adult Migrant English Program	www.education.gov.au/adult-migrant-english-program-0	1300 566 046	http://www.education.gov.au/feedback-and-enquiry-form	Assisting clients who have migrated to Australia and require assistance with LLN
Beyond Blue	www.beyondblue.org.au	1300 224 636	https://online.beyondblue.org.au/WebModules/Email/InitialInformation.aspx	For clients who are experiencing anxiety and/or depression
Black Dog Institute	www.blackdoginstitute.org.au	(02) 9382 2991	http://www.blackdoginstitute.org.au/aboutus/contactus.cfm	Depression and Bipolar Disorder Information Australia
NSW Community Help	www.community.nsw.gov.au	1300 555 727	Refer to website	For clients who are experiencing difficulties in the home, domestic violence, child abuse and neglect
CEDD - Eating Disorder Help Centre	www.cedd.org.au	Refer to website	info@cedd.org.au	To assist clients who are experiencing issues with eating disorders

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Name of Organisation	Website	Phone #	Email	Client Needs Addressed
Kids Helpline	www.kidshelp.com.au	1800 551 800	Webchat or Email Available Online	Services for assisting children or people who are concerned about a child
Just Ask Us!	www.justaskus.org.au	03 8413 8413	http://www.turningpoint.org.au/About-Us/Contact-Us2.aspx	For clients who are concerned they may have a drug (incl. alcohol), emotional or mental health concern
Precision Consultancy	http://www.precisionconsultancy.com.au/acs_framework/	03 9606 0118	http://www.precisionconsultancy.com.au/contact/	Access to LLN assessment tasks that can be used for a variety of industries
Lifeline Australia	www.lifeline.org.au	13 11 14	https://www.lifeline.org.au/Get-Help/Online-Services/crisis-chat	Clients who may be in a crisis or at risk of suicide or know of someone at risk of suicide
The Reading Writing Hotline	http://readingwritinghotline.edu.au/	1300 655 506	rwhotline@det.nsw.edu.au	If a client is having difficulty with reading, writing and numeracy
NA - Narcotics Anonymous	http://na.org.au/index.php?lang=en	1300 652 820	info@na.org.au	Clients who are/or have been affected by drugs
NSW Rape Crisis Centre	www.nswrapecrisis.com.au	1800 424 017	http://www.nswrapecrisis.com.au/GetHelp/NSWServices.aspx	To assist clients, and their non-offending supporters, who have experience or are at risk of sexual assault
Workplace Bullying Helpline	www.workershealth.com.au	02 4926 2129	newc.admin@workershealth.com.au	For clients who have been affected by bullying
Suicide Helpline	www.suicideline.org.au	1300 651 251	Available on website	For clients who may be contemplating suicide or don't know how to help someone in their family who has been affected
Men's Helpline Australia	https://www.mensline.org.au/	1300 78 99 78		For male clients who have male related health issues
Wesley Mission	www.wesleymission.org.au	(02) 9263 5555	Available on website	Helping people with a wide range of issues affecting communities and individuals.
National Council for Single Mothers and their Children	http://www.ncsmc.org.au/	(08) 8354 3856	ncsmc@ncsmc.org.au	Single mothers who need assistance

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Name of Organisation	Website	Phone #	Email	Client Needs Addressed
Physical disability Australia	http://www.pda.org.au/	(02) 6567 1500	Available on website	For clients who require assistance with their physical disability
Deaf Australia Translating and Interpreting Service	http://www.deafau.org.au/	(07) 3357 8266	Available on website	For assisting the trainer who might require an interpreter for clients who are deaf or have hearing impairments
Salvo Care Line	http://salvos.org.au/salvocareline/	1300 36 36 22	Available on website	For clients who require financial assistance or emergency care
Disability Advocacy Network Aust.	http://www.dana.org.au/	(02) 6175 1300	Available on website	For clients who may require assistance with their disability
National Disability Service	http://www.nds.org.au/	(02) 6283 3200	nds@nds.org.au	For clients who may require assistance with their disability
Vision Australia	http://www.visionaustralia.org/	1300 84 74 66	info@visionaustralia.org	For clients who require assistance due to vision impairment
Community Migrant Resource Centre	http://www.cmrc.com.au/	(02) 9687 9907	Available on website	For clients who may need assistance for Migration support services
Family and Community Services Ageing, Disability and Home Care	http://www.adhc.nsw.gov.au/	(02) 9377 6000	servicembx@facservices.nsw.gov.au	Support for family, ageing, disability or home care
Job Access	https://www.jobaccess.gov.au/	1800 464 800	hotline@workfocus.com	Driving Disability Employment through a variety of support services
Department of health/Mental health	www.health.gov.au	(02) 6289 1555	Available on website	Support for students who are affected by health or mental health issues
Alcohol and drug Information service (ADIS)	https://www.health.gov.au/	NSW (02) 9361 8000 1800 422 599 (rural)		ADIS Centres are state and territory-based services that offer information, advice, referral, intake, assessment and support 24 hours a day.