



RTO ID 4168

# TIMBER TRAINING CRESWICK LTD

Skills, Knowledge & Performance

## 2021 STUDENT HANDBOOK



# WELCOME

Timber Training Creswick welcomes you as a student in 2021 and hopes your learning experience will be enjoyable and rewarding.

This handbook contains our current policies and procedures relating to you as a student.

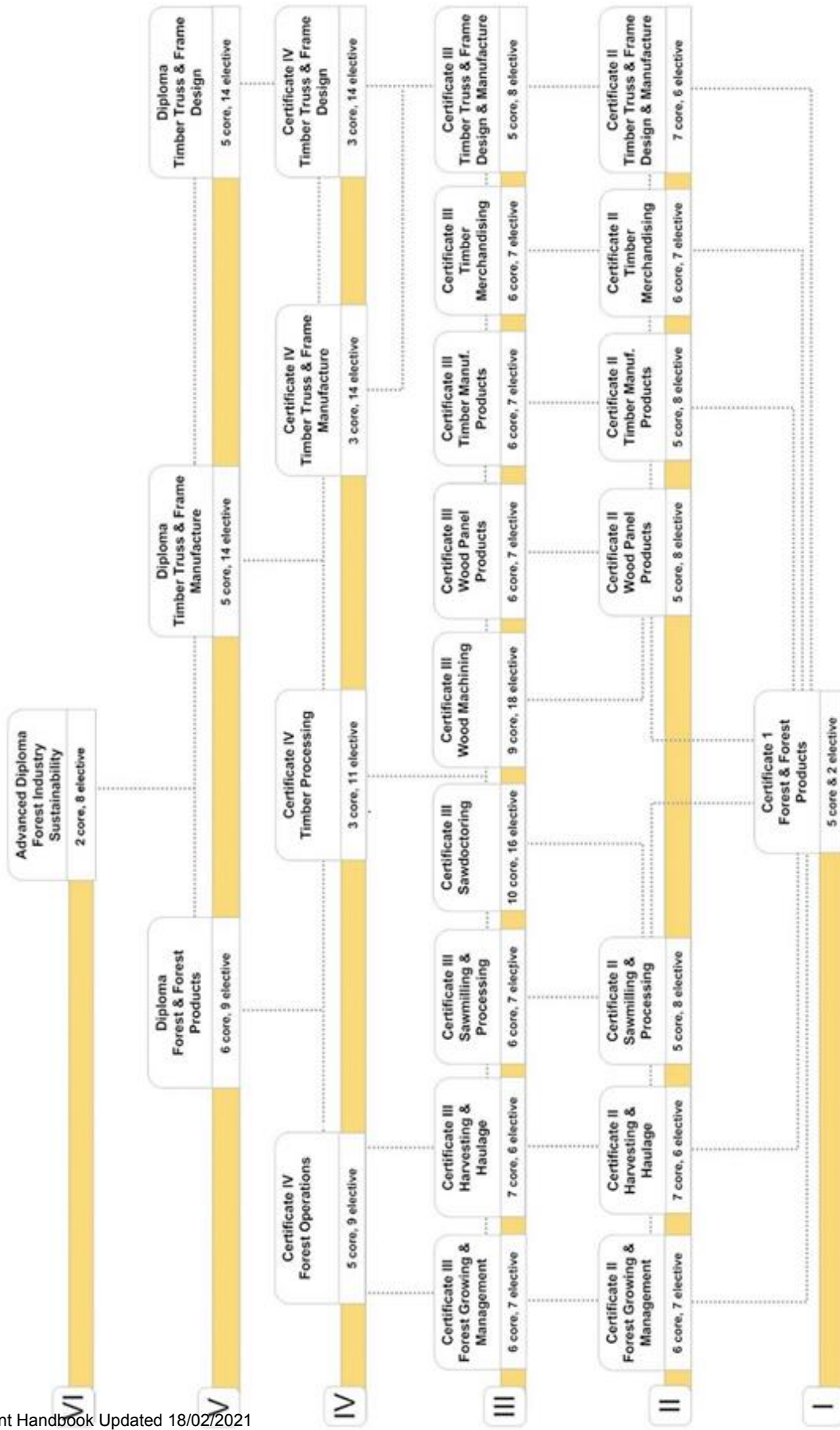
If you have any questions regarding these please talk to a TTC staff member.

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# Pathways Chart - FPI11



## Principles of Access, Equity and Cultural Diversity

This information is common to all Forest Products Industry (FPI) training package units. Please work through it once with your trainer, and advise other trainers that you have completed the information.

## Principles of Cultural Diversity, Access and Equal Opportunity

In today's workplace it is very important to be aware of our responsibilities to our fellow work colleagues and all other people that we deal with.

The Australian Government, through its human rights arm the Human Rights and Equal Opportunity Commission has decreed that everyone is to be treated on an equal footing.

Equal opportunity is all about common sense and fair play. A free go for all when selecting the right person for the job and in our day-to-day relationships with people.

The Human Rights and Equal Opportunity Commission is a national independent statutory organisation established to promote and protect human rights in Australia.

Its goal is to ensure that all people are recognised as being equal and have the right to fair and equal treatment, both inside the workplace and out.

One of its main functions is to investigate and conciliate complaints of discrimination lodged under the following laws:

*Racial Discrimination Act (1975)*

*Sex Discrimination Act (1984)*

*Disability Discrimination Act (1992)*

*Age Discrimination Act (2004)*

Prejudice and any subsequent discrimination in the Australian workplace on the following grounds is illegal.

Race

Political opinion

Colour

National extraction

Sex

Social origin

Religion

Physical or intellectual disability

Criminal record

Medical record

Sexual preference

Nationality

Trade union activities

Parental status (including pregnancy)



#### **Some figures to ponder.....**

1. Australia is made up of people from 160 different ethnic origins
2. Speaking more than 1000 languages
3. 25% of our population were born overseas
4. Half of those were born in non-English-speaking countries
5. One or both parents of 20% of Australians were born in a non-English-speaking country.
6. Women comprise 52% of our population.
7. Women comprise 42% of the workplace.
8. There are 305,000 Aboriginal Australians or Torres Strait Islanders, almost 50% are under 21.

Some identified disadvantaged groups of people in our society are:

- Women
- Aborigines and Torres Strait Islanders
- Migrants
- People with disabilities

Discrimination in employment and occupation on the following grounds is a legal offence punishable with a fine of up to a maximum of \$5000:

Race	Political opinion
Colour	National extraction
Sex	Social origin
Religion	Physical or intellectual disability
Criminal record	Medical record

Sexual preference

Nationality

Trade union activities

Parental status (including pregnancy)

Actual fines handed out are only a small proportion of the overall court costs, time preparing, etc.

**Equal Employment Opportunity (EEO)** legislation prevents us from discriminating against people on these grounds in the workplace – costly legal costs and fines result!

## What is the Difference between Prejudice and Discrimination?

**Prejudice** is a negative hostile thought or attitude towards another person or group.

Prejudice is a deep-seated belief. And people tend to ignore information that contradicts their deep-seated beliefs.

Prejudice can exist without discrimination. It exists in three forms:

1. Cognitive prejudice – this refers to what people believe is true.
2. Affective prejudice – points to peoples likes and dislikes.
3. Conative prejudice refers to how people are inclined to behave, whether they act on the feeling or not. In this form this is still an attitude because no action has taken place.

Discrimination is an unfavourable action, behaviour, outcome or treatment that is an expression of the thought or attitude behind a prejudice.

**Discrimination** in the workplace is unequal treatment before, during and after employment on the grounds of sex, age, national origin, religion, criminal record, sexual preference, trade union activities, political opinion, physical or intellectual disability, marital status, medical record, nationality, parental status, or social origin, a distinction, exclusion or preference on the basis of one or more of the above grounds, which has the effect of impairing equality of opportunity or treatment in employment or occupation.

There are two types of discrimination

**Direct** – Overt – Clear statement of refusal to hire people with particular characteristics. Or,

Covert – Consistent failure to hire certain people eg. women.

**Indirect** – Policy or procedural problem, rather than person problem.

### Identifying Indirect Discrimination

1. Is it harder for one group of people to comply with rather than another? Eg. single parents attendance at a weekend camp.

2. Are people expected to comply with a condition that they can't comply with? Eg. If safety instructions in English, what about those who can't read English or are blind.
3. Are people expected to comply with unreasonable requirements or conditions? Eg. If building has no wheelchair access, how does a person with a disability enter the building for work?

### **Some examples of discrimination in practice:**

- Offering a woman, a migrant or Aboriginal Australian less money or fewer 'perks' than other people doing the job.
- Not offering a person a job, training or promotion because of an assumption that the person will leave and have a baby, go walkabout, take too many days sick leave, be unreliable, not be able to relocate or not be promotable.
- Asking different questions of people applying for the same job.
- Insisting on qualifications such as physical factors (weight, height), academic training or years of experience that are not directly related to job requirements and are likely to place some people at a disadvantage.
- Offering different conditions or terms of employment to different people doing similar jobs.

### **Common Stereotypes**

- Women are better with words, more intuitive, less ambitious and more emotional than men.
- Men are less patient, and better with numbers, decision making and problem solving than women.
- People with physical handicaps don't learn as quickly as able-bodied people and are harder to talk to.
- Aborigines won't be committed to the organisation's goals or work hard at doing a good job.
- Asians are more manually dextrous and have better mathematical skills than people from other races.

**Generalising is dangerous.**

**Avoid it all costs!**

### **What Causes Discrimination? Is it Nature or Nurture?**

Psychologists and psychiatrists tell us that a prejudiced personality type does not exist. People are not born as bigots. Thus nature can be ruled out. What happens after birth to cause some people to discriminate against others? Prejudice after all is like passing judgement on someone before you even meet them. They are being stereotyped. Sociologists on the other hand say that it driven by sociological influences within society.

These include:

- **The Family** – the primary influence in everyone’s life. We grow up being influenced by our parents and siblings attitudes, mores and values.
- **The School** – the changing face of education promotes and encourages discussion, free thought and opinion forming about all matters in our lives. Teachers have the opportunity to exhibit considerable influence over their students’ choice of opinions and beliefs.
- **Peer Groups** - the groups that we form based on age and/or other social characteristics eg. students in a class.
- **Work** - depends on the nature of the work we perform, the people we work with and our employer’s attitude to Access and Equal Opportunity matters.
- **The State** - how governments treat discrimination both in governance and as employers.
- **Media.** - television and media in general has a substantial effect on prejudice. The media’s portrayal of racial and ethnic groups may be a person’s only source of information. Without direct contact with a minority group the viewer/listener may be prone to stereotype the group (cultivation of a mental image, or exaggerated belief that assumes that whatever is believed about a group is typical for the entire group).

### **Different forms of discrimination**

1. Personal/individual – discrimination aimed at one individual.
2. Legal – is unequal treatment, on the grounds of group membership, that is upheld by law.
3. Institutional – is unequal treatment that is entrenched in basic social institutions where one group is favoured over another.

### **Social Comparison**

Humans tend to compare themselves to other people for different reasons, whether it is driven by ego, perceived competition or threat, appearance, curiosity or science. Prejudiced people tend to make negative judgements about a wide range of groups. This prejudice meets certain needs within the individual, rather than being justification for one-off encounter with a person who is perceived as being different. They may view their own group as being the norm and other groups as being strange, and sometimes inferior. There is a strong correlation between prejudice and having authoritarian personality traits centred on conformity, intolerance and insecurity. Sociologists see an authoritarian personality as a direct consequence of the family environment. They see their parents as often being cold, aloof, disciplinarian and themselves extremists.

Some characteristics of authoritarians and their opinions are:

1. Conventionalism – strict adherence to conventional values.
2. Aggression – aggressiveness to people who do not conform to authority or conventional norms.
3. Anti-subjective and imaginative – rejection of self analysis, military-like, non-questioning approach to problem solving.
4. Superstitious and stereotypical thinking - concerned with credulous and pigeon hole solutions.
5. Power and toughness focus – eg. people can be divided into two classes – the powerful and the strong.
6. Destructiveness and cynicism – there will always be war and conflict.
7. Projectivity – the world is a dangerous and wild place. I had best be careful of who I deal with. Our life is controlled by people in high places.



8. Exaggerated concern with sexual behaviour – all rapists and paedophiles should be publicly whipped and homosexuality outlawed.

Many of these characteristics evolved from a very strict upbringing, involving severe punishment and highly restrictive rules. They are taught the justness and legitimacy of society's ranking system. This restriction prevents the release of aggression and frustration, which is manifested later in life in the need for scapegoating and projecting. This is where the aggression is taken out on people who are low in the individuals ranking system. Scapegoating blames someone else who is relatively powerless. Identified scapegoats include communists, alcoholics and atheists.

Projecting is where the individual denies particular characteristics in him/her self but notices them in others.

If someone is only exposed to a defined set of values whilst they are growing up they will view them as normal and any others as being sub-normal. Conforming to norms is often rewarded and non-conformance is punished. There is pressure to conform on every corner. It is fashionable to belong and lonely to disagree.

Researchers tell us that there are higher levels of prejudice observed in people of lower socio-economic status or in other words, lower social class. There is also an apparent link between education and prejudice. Statistics suggest that people with higher levels of education score lower on most measures of prejudice. These figures are prone to conjecture though, as people with higher educational level know how to respond to questions about prejudice and discrimination in a politically correct manner and may mask their true feelings.

Most feelings of prejudice are initiated in two ways:

1. The Frustration/Aggression approach – where a goal is blocked, which leads to a negative reaction, like a prejudicial attitude. For example, a man applies for a job, only to find that an exemption has been granted so that the successful candidate must belong to a certain ethnic group.
2. The Relative Deprivation Approach - is where people compare their own position to others and see themselves as being in an unfavourable one. They react with a prejudicial outlook, often without doing their homework.

### **Majority Groups**

1. They have an attitude of superiority to minority groups.
2. They believe that minority groups are by their nature different and alien.
3. They believe that they have a proprietary claim to privilege, power and prestige.
4. They have a fear and suspicion that minority groups have designs on dominant group benefits.

## Minority Groups

1. They are oppressed or persecuted at the hands of a dominant group, and as a result of the power differential that develops, they are disadvantaged, and the dominant group is advantaged.
2. They are distinguished by physical or cultural traits that distinguish them from the dominant group, allowing them to be easily 'lumped' together and 'placed' in less desirable locations.
3. They are self-conscious, with an idea of one-ness or peoplehood, based upon the perception of common suffering and burdens.
4. Membership is not voluntary, but is instead an ascribed position where the person is born into the status.
5. By choice or necessary, they usually marry within their own group (endogamy). It is by choice to preserve a unique cultural heritage or by necessity because the dominant group scorns or discourages intermarriage.

Minority groups lack the access, resources, privileges and opportunities that characterise the power of the majority group. It is this basic power imbalance that reinforces the prejudice that minority groups are inferior.

How prevalent are claims under human rights laws?

For the 98-99 financial year complaints were made in the following areas:

Disability Discrimination Act – 512      Sex Discrimination Act – 336

Racial Discrimination Act – 784      Privacy Act – 131

Human Rights and Equal Opportunity act – 148

A total of 1,780 complaints over a twelve month period. These complaints are often accompanied by complaints of bullying and harassment that are not quantified here.

## Employers' and Employees' Responsibilities

Under federal anti-discrimination law an employer, regardless of their size, may be legally responsible for discrimination and harassment which occurs in the workplace or in connection with a person's employment unless it can be shown that '**all reasonable steps**' have been taken to reduce this liability. This legal responsibility is called **vicarious liability**.

An employer may be vicariously liable for the conduct of:

- Individual employees or groups of employees
- Directors, supervisors or managers
- Workplace participants (where two people work on the same premises, but have different employers)
- Agents (eg. insurance salespersons operating on a company's behalf)
- A partner of a company harassing another partner
- Contract workers or people being paid a commission
- Members of organisations which grant occupational qualifications
- A person employed by a trade union harassing a member
- A person operating an employment agency who harasses someone who uses the agency

Individual persons are also held liable for their own discriminatory or harassing behaviour in the workplace or in connection with their employment.

All reasonable steps include:

- Preparing and promoting a written policy on workplace discrimination and harassment
- Training staff to identify and prevent workplace discrimination and harassment
- Establishing an effective internal complaints procedure
- Appointing trained harassment contact officers
- Treating all complaints seriously and investigating them thoroughly
- Ensuring that appropriate action is taken to address and resolve complaints
- Monitoring the workplace environment and culture, such as holding staff surveys or reviewing recruitment practices.

## **Case Studies**

Look at the two case studies below, and give your opinion as to whether the employer discriminated against the employee or not in each case:

## 1) Age in Work

A woman alleges that she was dismissed from employment because of her age. When she was dismissed, the manager advised the woman that the business wanted to portray a certain image, and the woman didn't fit that image. The woman asked whether it was because of her age, and referred to the business recently employing young staff. After a lengthy discussion, the manager allegedly agreed that it was about the woman's age. The manager offered to look for work for the woman in other locations of the business. The woman also alleged that in front of other employees, the manager had said he wanted "to make the place bop' and employ some young people he knew.

The employer said the woman was dismissed because of work performance issues. During a conciliation conference, the manager said he had discussed wanting to attract young people and clientele to the premises as they had high disposable incomes. The manager said he did not need young staff to attract young people to the premises, only staff with a "young attitude." The manager said he did tell the woman he would try to arrange work for her in another location. He did not clarify why he would look for work for the woman when her work performance was allegedly not good.



*Do you think the employer did or did not discriminate against this person?* \_\_\_\_\_

*Why?* \_\_\_\_\_  
\_\_\_\_\_

## 2) Impairment Discrimination in Work

The complainant alleged he was not employed because of his workers' compensation claim – because he ticked “yes” to a question about any WorkCover claims. The respondent said their policy was that they could not employ people who were currently receiving workers compensation unless they receive clearance from WorkCover. The respondent provided documentary proof that they do employ people with prior workers compensation histories.

There had obviously been some mis-communication. The respondent thought the complainant was currently receiving worker's compensation. According to the relevant legislation, he was barred from working while a worker's compensation claim is active. In fact the complainant ticked “yes” only because he had a contested worker's compensation claim in the past. The respondent showed he had employed a number of people who had worker's compensation histories.



*Do you think the employer did or did not discriminate against this person?*

*Why?*

.....

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## **Taking a Proactive Approach to Discrimination and Prejudice in the Workplace.**

### **Several Suggestions.....**

As has been established, prejudice and discrimination are both the result of an uninformed decision process. Thus as a result of providing more information about different religions, lifestyle choices, disabilities, etc the more similarities can be drawn. All people seek similarities with other groups. The more information that is provided, the greater the chance that people will make an informed decision that doesn't pre-judge (prejudice).

1. Remove any segregation that exists in the workplace.
2. Create common goals for the whole team – everyone has to contribute for the project to be successful.
3. Arrange memorable entertaining experiences such as inviting people including wheelchair athletics, basketballers, entertainers etc to dispel some of the myths that prejudice and discrimination creates.

### **Cross-Cultural Communication.**

Apart from the obvious language problems when two cultures interact, cross-cultural communication often creates other more complex barriers.

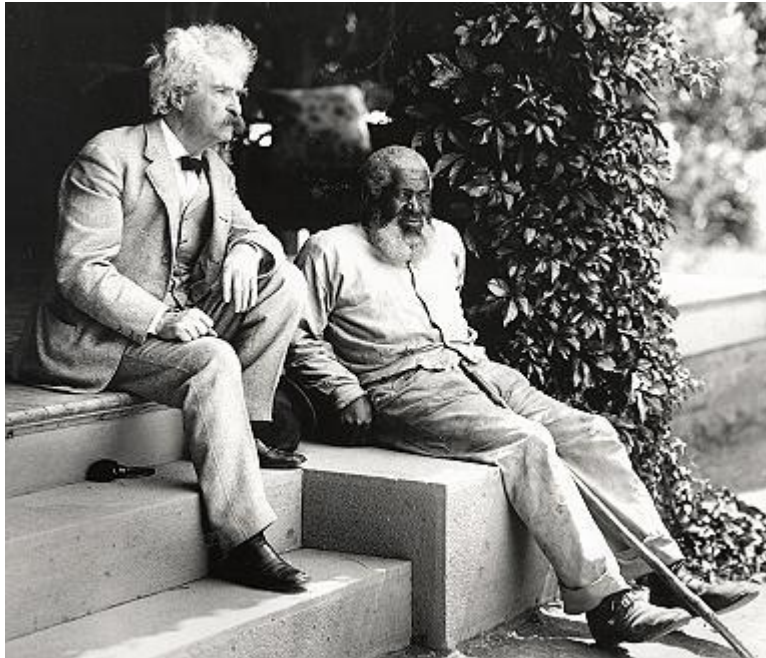
Four specific problems may be directly related to cross-cultural communication.

- Barriers caused by semantics – words mean different things to different people. Eg. No Russian equivalent to 'free market.'
- Barriers caused by word connotations – words imply different things in different languages Eg. Hai (Yes in Japanese) may be 'yes I'm listening' rather than 'yes, I agree.'
- Barriers caused by tone differences. – In some cultures tone changes on context eg. Using a personal informal style in a business context may be perceived as unprofessional and embarrassing.
- Barriers caused by differences among perceptions. – Thai people perceive 'no' differently to Australians because they have no such word in their vocabulary.

### **Handy Tips When Communicating With People From a Different Culture**

1. Assume differences until similarity is proven
2. Emphasise description, rather than interpretation or evaluation
3. Practise empathy
4. Treat your interpretations as a theory that needs further testing
5. If possible, do your homework on the culture, the language and the people

## Mark Twain's thoughts on prejudice



I have no race prejudices, and I think I have no colour prejudices or caste prejudices nor creed prejudices. Indeed I know it. I can stand any society. All that I care to know is that a man is a human being--that is enough for me; he can't be any worse.  
- "Concerning the Jews





- People who support rugby
- People who have a criminal record
- People of the opposite sex
- People who are homosexual
- People who are left handed
  
- People who have different coloured skin
- People who belong to a trade union
- People who belong to any political parties
- People who are parents
- People who have a medical record
- People who come from poorer or richer backgrounds
- People with red hair

**Further Information**

**Human Rights and Equal Opportunity Commission**

Contact address:

GPO Box 5218 Sydney NSW 2001

[www.humanrights.gov.au](http://www.humanrights.gov.au)

Contact phone: 1800620241 or 02 92849888

# Timber Training Creswick Ltd

## Privacy Policy Version date 5 January 2015

Timber Training Creswick Ltd recognises its' responsibility to handle personal information in accordance with the 13 Australian Privacy Principles. These principles cover the collection, storage, use, management and disclosure of personal information. They also give people the right to seek access to the personal information that organisations hold about them.

Commonwealth and State legislation and contracts with which Timber Training Creswick Ltd. must comply determine to some extent what information we collect and how it is handled.

Timber Training Creswick collects personal and professional information from individual students and their employers in order to establish, administer and report their training results. This usually includes name, address, contact details, emergency contacts, citizenship, employment status and both current and prior educational achievements. Timber Training Creswick only uses this information for the purpose that it was collected.

As part of this process, from 1 January, 2015 Timber Training Creswick may be required to access and establish a Unique Student Identifier (USI) for enrolling students. Where this is the case the information used to establish the USI will be destroyed immediately on receipt of relevant USI.

This data is compiled and forwarded to State Training Authorities (STA's), the Australian Standards and Qualifications Authority (ASQA) and the Tasmanian Qualifications Authority (TQA). These bodies use the information to determine that our training contracts have been properly administered, and to predict future trends in training.

Professional information such as Occupational Health and Safety procedures may be used to tailor training courses to the needs of an individual company. This information is kept along with the training records of Timber Training Creswick, but is not forwarded to any other body.

Timber Training Creswick collects personal information from the public in order to respond to questions about our training and professional services. This information is destroyed after it is no longer required.

Timber Training Creswick may disclose some personal information, under strict conditions of confidentiality to contractors providing professional services to us (such as auditors and accountants). In these cases information is only disclosed to administer contract requirements or legal responsibilities.

Timber Training Creswick has security systems in place to protect the information we handle from misuse and unauthorised disclosure or modification.

There is a requirement for the company to keep student results for a period of thirty years. Other data not relating to the results will be disposed of after seven years.

Timber Training Creswick will not buy or sell information about anybody.

Timber Training Creswick will not pass on any personal information to overseas entities.

Students and anybody else about whom Timber Training Creswick holds information may seek access to that information and correct it if necessary, subject to some exceptions allowed by the privacy act. Requests for access must be in writing, and the company may charge a fee.

*Complaints about our use of personal information:*

Complaints about Timber Training Creswick's use of personal information will be handled via the procedures set out in the student grievances policy.

If you have any questions about our privacy policy, or if you want to see, correct or find out about the personal information we hold about you, please contact our Creswick office on (03) 5345-2018.

Rob Rule

5 January 2015

## Timber Training Creswick Ltd.

### Recognition of Prior Learning Procedure 2013

What is Recognition of Prior Learning (RPL)?

RPL is a means of measuring skills or qualifications gained through other study or training, or through work or life experience.

Benefits

If your RPL application is successful you may:

- Finish your course earlier.
- Reduce your study load.
- Take on additional units leading to a second qualification.

How to apply

STEP 1

- Discuss your RPL potential with course coordinator.
- Obtain an RPL application form from the Administrative Officer or Training Coordinator.

STEP 2

- Read the copy of the course outline carefully. Course outlines are available through the course co-ordinators.
- Match your prior learning to unit outcomes.
- Obtain evidence to support your application, e.g. letters of validation from your employer, past academic results, etc. Guidelines for preparation of letters of validation will be provided with the RPL form.

STEP 3

- Complete the RPL application form, attaching evidence.

STEP 4

- Lodge your application form with your Administrative Officer and pay the RPL fee.

STEP 5

- Enrol and pay the fee applicable for the proposed course. If your application has been assessed prior to your enrolment, the tuition fee will be calculated excluding any units for which you have been granted total credit under RPL. (Refer 2013 State Government Fees and Charges)

## RPL INTERVIEW

You may be requested to attend an interview with an RPL assessor:

- The assessor will outline the process.
- You will be questioned about your previous work experience, training, education, hobbies and interests.
- Interviews may take up to three hours, depending on the units you are applying for .
- If you do not understand any of the questions, ask the assessor to explain.

After the interview a recommendation will be made to the Manager for a decision on your RPL application.

## RPL DECISIONS

### 1. REQUEST GRANTED

- Application accepted and prior learning recognised
- Study requirements may be reduced if this decision is made

### 2. REQUEST FOR PARTIAL EXEMPTION GRANTED

- Your prior learning does not totally match the unit content in the course.
- You may be required to complete an assignment, or undertake alternative study to gain credit for the complete unit.

### 3. REQUEST DENIED

- Your prior learning has not been recognised as relevant to the course.
- The usual study requirements of the course must be completed.

## RPL NOTIFICATION

You will be formally notified of the outcome of your RPL application by the Manager.

## RPL APPEAL PROCESS

- If you are dissatisfied with the level of credit obtained, discuss the assessment with the Manager.
- If you are still dissatisfied, write to the Manager within 7 days of receipt of the RPL notification and request a review of the decision
- The Manager's decision will be final. No further appeals are possible.
- If you have applied for RPL with the Manager and are dissatisfied a Company Director will be asked to act as an arbitrator.

## RPL fee refunds

- Refund of an RPL fee will not be granted.
- The RPL fee is based on work required to complete the RPL assessment.

## RPL fee exemptions

- No RPL fee will apply if your application is based on the completion of the same or similar units in other courses / programs at T.T.C. Ltd.

If this is the case, write an application for Credit and forward it to the Administrative Officer.

## Student Discipline Policy 6 March 2015

### 1.0 Purpose

To define the disciplinary processes available to staff, the forms of student discipline which may be applied following student misconduct, plagiarism or cheating and the appeal process available to students.

### 2.0 Scope

This Policy is applicable to all forms of student misconduct.

### 3.0 Definitions

'Exclusion' means the removal for a specified time period of a person's right to enter, to remain and to participate in all or specified parts of the precincts of TTC. Ltd. and all or specified facilities, classes, examinations, tests and other activities of, or under the control of, TTC. Ltd. and 'Exclude' shall have the same meaning.

'Expulsion' means the permanent removal of a person's right to be a student of the TTC Ltd. and to enter and to be in any of the precincts of TTC. Ltd. and 'Expel' shall have a similar meaning.

'Misconduct' means:

- Any conduct that is prejudicial to the good order and discipline of TTC. Ltd., impairs the reasonable freedom of other persons to pursue their studies or research at TTC. Ltd. or to participate in the life of TTC. Ltd., or is likely to bring TTC. Ltd. into unjustified disrepute; and without limiting the generality of the foregoing;
- failure to comply with any reasonable instruction of a member of TTC. Ltd. staff;
- failure to comply with any instruction relating to the safety of the student or of any other person;
- any assault upon any person within or near the precincts of TTC. Ltd.;
- any wilful false representation whether oral or written on a matter concerning or affecting the student in their capacity as a student;
- grossly negligent or wilful conduct that adversely affects the due conduct of the business of TTC. Ltd., or the work of any person in that person's capacity as a student or member of the staff of TTC. Ltd.;
- conduct within the precincts of TTC. Ltd. that is disorderly or interferes with the comfort or convenience of any person who is acting lawfully and entitled to be present;
- discriminating against other students or staff in a way which is against the spirit or content of the Equal Opportunity legislation;
- being persistently late or absent for classes, lectures or other timetabled activities

of TTC. Ltd.;

- wilfully cheating or attempting to cheat, or knowingly assisting any other student to cheat, or attempt to cheat at or in respect of any examination, test, assignment or other means of assessment conducted by or on behalf of TTC. Ltd.;
- obscene language, drunkenness; under the influence of alcohol or other drugs.
- Failure to notify TTC staff if you are taking medication that may affect your capability to operate machinery during training and assessment.
- wilful or negligent damage, destruction, removal or interference with any property of TTC. Ltd., including infringement of Copyright legislation, wheresoever situated or that of any other student or member of the staff of TTC. Ltd., or of any person, firm or corporation within the precincts of TTC. Ltd.;
- wilfully entering any part of the precincts of TTC. Ltd., or any other place to which students may have access for the purposes of tuition, when not entitled to do so, or having so entered, refusing to leave;
- knowingly publishing any confidential information of, or held by, TTC. Ltd.;
- possessing, using or trafficking in a Drug of Addiction or Drug of Dependence within the meaning of the Crimes Act 1958 or the Drugs, Poisons and Controlled Substances Act 1981, or any Act in substitution thereof;
- Supplying alcohol or other drugs to staff or students at the premises or whilst under instruction.
- conviction of a criminal offence committed within the precincts of TTC. Ltd. or in any way related to TTC. Ltd. or any student or member of the staff;

'Student' means any person who has enrolled at Timber Training Creswick Ltd. for the purpose of undertaking an educational program.

"Plagiarism"

- The copying or publishing without acknowledgement or due referencing the material of another author

'Cheating'

- The achievement of a result by fraud or deceit

#### 4.0 Student Appeals Process

4.1 The students' right of appeal to a disciplinary action is detailed in the TTC Student Grievance Procedure

#### 5.0 Staff Responsibilities in the event of misconduct, plagiarism or cheating

5.1 All instructional staff will maintain awareness of the content of major texts in their subject matter area via regular monitoring of publications and industry journals such as Timberman and Australian Forests and Logger. In this way they will be likely to detect instances of plagiarism in their subject matter area.



5.2 All students enrolling in qualifications at Certificate IV and above will be inducted into correct referencing techniques and discussion on plagiarism. Instances of plagiarism will be discussed with the manager and appropriate disciplinary action decided between the manager and the instructor.

5.3 Instances of cheating will result in the student immediately being withdrawn and failed in the enrolled unit. Depending on the severity of the offence, and at the discretion of the manager after discussion with the instructor, the student may be offered an opportunity to re-enrol in that unit.

## 6.0 Procedures

### 6.1 DISCIPLINARY POWERS OF TIMBER TRAINING CRESWICK LTD. STAFF

6.1.1 Any delegated power to impose penalties shall also include power to take all consequential action that may reasonably be required to give effect to and enforce penalties including a power to impose any alternative penalty in default of the observance or performance of the original penalty.

6.1.2 TTC. Ltd. has delegated power to the Manager, Instructors and other support staff to impose summarily the penalties prescribed where, in the opinion of the staff member, a student is guilty of misconduct or cheating and the imposition of a penalty is warranted.

6.1.2.1 The Manager, where the penalty is drunkenness, or in relation to drugs of addiction or dependence or such other misconduct which in the opinion of the Manager warrants such action may

6.1.2.1.1 Expel the student

6.1.2.1.2 Impose a claim for compensation for damage

6.1.2.1.3 Exclude the student for the period of the course

6.1.2.1.4 Exclude the student from any particular course

6.1.2.1.5 Reprimand the student

6.1.2.1.6 Withhold a statement of results

Timber Training Creswick Ltd.

## **Student Grievance Policy 24 May 2011**

### 1.0 Purpose

To provide a mechanism by which student grievances are handled.

Timber Training Creswick Ltd. is committed to the development and maintenance of good relationships and to this end, seeks to foster communication and encourage co-operation amongst all staff and students. Timber Training Creswick Ltd. aims to, and will foster, an environment in which all issues can be satisfactorily resolved.

It is recognised that students have the right to register their concerns or appeal where they believe there has been a decision, act or omission which is considered unjust, wrongful or at variance with official Timber Training Creswick Ltd. policy and procedure.

Timber Training Creswick Ltd. has a strong preference for solving grievances at the local level. However in exceptional circumstances, a more formal approach may be necessary as outlined below. At all times, Timber Training Creswick Ltd. respects the student's right to confidentiality.

### 2.0 Scope

The student grievance procedure applies to all currently enrolled students or applicants for workplace assessments conducted by Timber Training Creswick Ltd. The scope of this procedure is restricted to appeals and grievances other than those covered under Government legislation.

### 3.0 Definitions

Student Grievance is defined as:

- (a) A complaint arising from a situation within the control of the Timber Training Creswick Ltd.
- (b) Any educational matter which causes a student serious concern.
- (c) An appeal against an assessment decision.

Grievances may include, but are not restricted to, facilities, teaching, provision of services, curriculum, academic or administrative procedures and decisions.

### 4.0 References

Nil

### 5.0 Responsibilities

#### 5.1 STAFF MEMBER CONCERNED

Staff member concerned will deal directly with the grievance. A Written Record should be completed and if the grievance cannot be resolved at this level, the student should be referred to the Manager.

## 5.2 MANAGER

The Manager should also record details of the complaint on a Written Record and advise the student that a resolution process will be initiated within 5 working days. The Manager should attempt to make a decision to resolve the issue.

## 5.3 INDEPENDENT ARBITER

In the event of failure to resolve the grievance by the manager, an independent arbiter may be appointed to deal with the grievance. Such independent arbiter must be familiar with typical VET education processes and procedures.

## 6.0 Procedure

- 6.1 The staff member concerned will deal directly with the grievance. The staff member should hear and consider the complaint and where it is in his/her authority to take action to resolve the issue, to do so. The staff member should complete a Written Record detailing the nature of the grievance, steps taken to resolve the issue and any further recommended action. The form, to be countersigned by the student, should be kept on a "Complaints register" in the manager's office.
- 6.2 A student grievance which is not resolved by the teacher should be referred to the Manager. The details of the complaint are to be taken down by the Manager and the student advised that a resolution process will be initiated within five working days to acknowledge receipt of the student complaint.
- 6.3 The Manager will convene a meeting with the student and the instructor concerned to discuss the complaint and look at means of arriving at an acceptable solution. A record of the meeting and recommended action should be kept. The Manager is to advise the student in writing of the resolution. The decision made by the Manager will be final.
- 6.4 In the event of a grievance or appeal against the Manager a Company Director or independent arbiter will be asked to convene a meeting to discuss the complaint and look at means of arriving at an acceptable solution. This person will advise the student in writing of the resolution. The decision made by this person will be final.
- 6.5 A grievance is deemed to have been resolved when:
  - (a) The complainant lodges a written withdrawal of the grievance: or
  - (b) A resolution has been reached and the complainant advised in writing.