

# Trainer/Assessor Handbook

Civil Safety,  
52 Commerce Circuit,  
Yatala, Q 4207  
RTO – 32381

**A complete guide for the New Civil Safety Trainer**



This handbook must be read in conjunction with the Civil Safety Policies and Procedures (Operation Guidelines) handbook, the Civil Safety Employee Handbook Policy and Procedures and the Student Handbook

# OVERVIEW

## Welcome to Civil Safety

Welcome to Civil Safety – the community experience and a diversity of opportunity awaits you here.

This handbook is designed to introduce Civil Safety and its work to new VET Trainers, and should be read in conjunction with the relevant policies and procedures that can be downloaded from the Civil Safety Staff Portal. We are pleased to have you on board as a valued team member and we will provide you with the support you require to make sure you have an intimate knowledge of the organization's policies and procedures. Those which relate most directly to vocational education and training are referred to in this handbook. We look forward to a productive and successful working relationship. Please speak to your Training Manager if you have any questions or feedback.

***We hope you will enjoy your time at Civil Safety.***

## Mission Statement

It is our objective to offer the best training and education programs possible. Our aim is to develop an organisation of quality and integrity that offers our students nationally and internationally endorsed qualifications in a flexible learning environment. Our goal is to maintain a high level of excellence where all work is for the good of the program. We aspire to develop new and innovative ways to train and engage our students.

We seek to develop skills which enable students to participate and integrate successfully, and to enable enterprises to be competitive, sustainable and successful in the market place.

## The Purpose of the Handbook

The Trainer Handbook provides protocols and procedures for staff within Civil Safety with guidelines, processes and support procedures to enable them to meet the Standards for Registered Training Organisations, 2015 and other applicable legislative and regulatory requirements. It also outlines the responsibilities and obligations for all staff regarding their operational duties and academic requirements to meet all of the Standards referred to above.

It is expected that all training staffs are fully familiar with the contents of this Handbook and the related documents referred to in here, as a condition of their employment.

This Trainer Handbook should be read in conjunction with Training and Assessment Strategy (TAS) in line with Civil Safety Policies and Procedures and course documents.



## Our Courses

AHC10116	Certificate I in Conservation and Land Management
AHC20116	Certificate II in Agriculture
AHC20616	Certificate II in Parks and Gardens
AHC21016	Certificate II in Conservation and Land Management
AHC21216	Certificate II in Rural Operations
AHC30116	Certificate III in Agriculture
AHC31016	Certificate III in Parks and Gardens
AHC31416	Certificate III in Conservation and Land Management
AHC32816	Certificate III in Rural Operations
BSB10115	Certificate I in Business
CPC10111	Certificate I in Construction
CPC30511	Certificate III in Dogging
CPC30711	Certificate III in Rigging
CPC30911	Certificate III in Scaffolding
CPC31111	Certificate III in Steelfixing
RII20115	Certificate II in Resources and Infrastructure Work Preparation
RII20215	Certificate II in Surface Extraction Operations
RII20515	Certificate II in Resource Processing
RII20715	Certificate II in Civil Construction
RII30115	Certificate III in Surface Extraction Operations
RII30415	Certificate III in Resource Processing
RII30715	Certificate III in Mine Emergency Response and Rescue
RII30815	Certificate III in Civil Construction Plant Operations
RII30915	Certificate III in Civil Construction
RII40115	Certificate IV in Surface Extraction Operations
RII40215	Certificate IV in Surface Coal Mining (Open Cut Examiner)
RII40715	Certificate IV in Civil Construction Supervision
SIT20316	Certificate II in Hospitality
SIT30616	Certificate III in Hospitality
TLI31216	Certificate III in Driving Operations
UEG30114	Certificate III in Gas Supply Industry Operations
UEG30118	Certificate III in Gas Supply Industry Operations

AURHTB005	Analyse and evaluate faults in heavy commercial vehicle braking systems
AURKTB002	Analyse and evaluate faults in wheeled mobile plant braking systems
AURLTB002	Analyse and evaluate faults in light vehicle braking systems
CPCCCM1016	Identify requirements for safe tilt-up work
CPCCCM1016A	Identify requirements for safe tilt-up work
CPCCLDG3001A	Licence to perform dogging
CPCCLHS3001A	Licence to operate a personnel and materials hoist
CPCCLRG3001A	Licence to perform rigging basic level
CPCCLRG3002A	Licence to perform rigging intermediate level
CPCCLRG4001A	Licence to perform rigging advanced level
CPCCLSF2001A	Licence to erect, alter and dismantle scaffolding basic level
CPCCLSF3001A	Licence to erect, alter and dismantle scaffolding intermediate level
CPCCLSF4001A	Licence to erect, alter and dismantle scaffolding advanced level
CPCCLTC4001A	Licence to operate a tower crane
CPCCLTC4002A	Licence to operate a self-erecting tower crane
CPCCWHS1001	Prepare to work safely in the construction industry
CPPFES2005A	Demonstrate first attack firefighting equipment
FWPCOT2236	Fall trees manually (basic)
FWPCOT2237	Maintain chainsaws
FWPCOT2238	Cut materials with a hand-held chainsaw
FWPCOT2239	Trim and cut felled trees
FWPCOT3238	Operate a pole saw
FWPFGM3212	Fall trees manually (intermediate)
FWPFGM3213	Fall trees manually (advanced)
HLTAID001	Provide cardiopulmonary resuscitation
HLTPAT005	Collect specimens for drugs of abuse testing
MSMWHS216	Operate breathing apparatus
MSMWHS217	Gas test atmospheres
PUAEME001B	Provide emergency care
PUASAR022A	Participate in a rescue operation
PUASAR032A	Undertake vertical rescue
RIIERR203D	Escape from hazardous situations unaided
RIIRIS601D	Establish and maintain the risk management system
RIIUND207D	Conduct underground lifting operations



RIIWS302D	Implement traffic management plan
RIIWS601D	Establish and maintain the WHS management system
TLIF2080	Safely access the rail corridor
TLILIC0002	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC0003	Licence to operate a forklift truck
TLILIC0004	Licence to operate an order picking forklift truck
TLILIC0005	Licence to operate a boom-type elevating work platform (boom length 11 metres or more)
TLILIC0008	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC0010	Licence to operate a slewing mobile crane (up to 20 tonnes)
TLILIC0011	Licence to operate a reach stacker (greater than 3 tonnes capacity)
TLILIC0012	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC0013	Licence to operate a slewing mobile crane (up to 60 tonnes)
TLILIC0014	Licence to operate a slewing mobile crane (up to 100 Tonnes)
TLILIC0015	Licence to operate a slewing mobile crane (over 100 Tonnes)
TLILIC2001	Licence to operate a forklift truck
TLILIC2002	Licence to operate an order picking forklift truck
TLILIC2005	Licence to operate a boom-type elevating work platform (boom length 11 metres or more)
TLILIC3006	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC3008	Licence to operate a slewing mobile crane (up to 20 tonnes)
TLILIC3018	Licence to drive a multi-combination vehicle
TLILIC3019	Licence to operate a reach stacker (greater than 3 tonnes capacity)
TLILIC4009	Licence to operate a slewing mobile crane (up to 60 tonnes)
TLILIC4010	Licence to operate a slewing mobile crane (up to 100 tonnes)
TLILIC4011	Licence to operate a slewing mobile crane (over 100 tonnes)
UETDRRF06B	Perform rescue from a live LV panel

## Dress Code and Staff ID Cards

Trainers are expected to dress neatly. Casual jeans, T-shirts or thongs are not permitted. Civil Safety strives to project a professional image and requests that trainers reflect such professionalism through their dress and conduct.

When representing Civil Safety, appropriate business attire should be worn. This may include Civil Safety business shirts, ties, skirts, blouses, tailored trousers or other appropriate clothing.

## Punctuality and Absences

All trainers are expected to begin and end classes on time. From Monday to Friday, if a trainer is running late or is absent, he or she must contact HR immediately by either phone or SMS (HR mobile: 07 3804 7723). If using SMS, please ensure that your direct supervisor (Coordinator/Lead Trainer) is also included. For weekend trainers, if you are running late or cannot attend class, please contact the Training Manager.

You must notify your personal (sick) leave to your direct supervisor (course coordinator/lead trainer) and HR department at least 2 hours before the class start time to allow alternative class arrangements. If a trainer is sick (accompanied with doctor's certificate) or taking leave, a leave application needs to be made via HRMS and approved by your reporting supervisor.

## Replicon Sign In/Out Procedure

The instructions for setting up and completing your Replicon electronic Sign in/out are provided when you join Civil Safety. The record is used by the Payroll Officer to calculate your pay. Please note that the Payroll Officer will not be able to process your fortnightly pay if they do not received approval from your Department Head on time. It is imperative that you do not neglect to inform the approval required if any to your direct supervisor

If you have any queries of an academic nature related to your training, you need to contact your Training Manager who will endeavor to assist you in any way they can. Trainers will also need to make arrangements for submitting their assessments through their Admin Manager.

# OUR HIGH RISK TRAINING FACILITIES

## Locations

Our main High Risk Training Facility is located in Yatala, S.E. Queensland, with purpose- built training facilities and intimate classrooms to cater to the learning needs of students which is our primary goal as an education institute. We are a growing training organisation and continue to expand our footprint to the rural, remote and mining regions of Queensland..

## Classrooms

Our classrooms are modern, air -conditioned facilities that are well equipped for effective learning with WIFI access to all areas.

Trainers are responsible for setting up classrooms with the assistance of staff prior to commencement of class. Please allow time prior to class to ensure your room is set up. Trainers are responsible for leaving the classroom in a clean and tidy condition with the assistance of students. Any additional equipment or materials required for course sessions will need to be notified to staff well in advance to allow staff to assist you and have requirements ready for your session.

## Staff and Student Lunch Rooms

Our Staff and student lunch rooms provide free tea and coffee as well as biscuit snacks. A vending machine is also available for cold drinks and snacks.

## Computer Rooms

Our classrooms also double as computer rooms with 20 laptops available for each classroom

**If you require any IT assistance, please send a help desk ticket to :  
<https://online-anytime.com/help/>**

## Printing and Photocopying

Please use paper efficiently, shrink pages and print double sided where possible, or use the unused side of recyclable paper as we want to be an environmentally sustainable organization. Please make sure that unusable paper is placed in the paper recycle bin located near the photocopier.

Please note that the Copyright regulations restrict the photocopying of hard copy materials to 10% of the number of pages or one chapter of a book, whichever is the greater. All photocopy must be done out of class time trainers cannot leave their class unattended or send students to photocopy for them.

## STUDENT SUPPORT AND SERVICES

The Student Administration and Student Support Services are located at each facility. A Student Support Officer will provide details about the services during the orientation program. Students requiring special or intensive assistance must contact the Training Manager or Student Services Officer who may refer them to external support services if required. Otherwise, contact:

**Reception:** For all general course, enrolment and administrative queries.

**Student Services:** For specific enrolment and course queries

**Trainers:** All specific subject and assessment issues.

### Student Orientation

Orientation is conducted prior to the commencement of the course. The purpose is to fully inform new students of most aspects of the High Risk Training Facility and to provide an introduction to studying at Civil Safety. Students are provided with detailed information about their course, funding and course progress. There are also plenty of opportunities to ask questions.



### Reception

Receptionists are available from 8:00am to 5:00 pm, Monday to Friday at all the facilities.



### USI – Unique Student Identifier

All students undertaking vocational education and training must hold a Unique Student Identifier (USI) and provide it to the institute during the enrolment process. If students do not provide USI, the Training Providers will not be able to issue a Certificate, Statement of Attainment or Transcript for the training. For details on USI, visit [www.usi.gov.au](http://www.usi.gov.au)

## TERMINOLOGY RELATED TO TRAINING AND ASSESSMENT

Trainers must be familiar with the following terminology relating to the training calendar and other training matters.

### TAS

Training and assessment strategies is the approach of, and method adopted by, Civil Safety with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course. This is not just about having a document called a training and assessment strategy. You must ensure that the training and assessment strategies are clearly integrated with your practices. In particular the Standards specify integration with your Industry engagement, Assessment system, Assessment practice, Capacity, capabilities and resources.

### Credit Transfer

VET Students who have completed identical units from their course at other institutions will be given recognition for these units on presentation of a verified transcript, Award or Statement of Attainment. Application for credit transfer must be lodged in writing. The Application Form is available during formal enrolment or from our website [www.CivilSafety.edu.au](http://www.CivilSafety.edu.au)

### Recognition of Prior Learning (RPL)

Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL).

## Assessment & Issuance Integrity

Civil Safety has a rigorously monitored and executed compliance framework to ensure that we meet all Commonwealth and State legislations and regulations including the following: Standard for RTO 2015, the *Equal Opportunity Act*, the *Work Health and Safety Act (2011)*, *Accident Compensation Act*, and the *Commonwealth Privacy Act*.

## Class Schedule

Civil Safety runs classes 5 days and evenings a week. Classes are scheduled between 730am and 9.30pm. Students have **two** 15- minute tea breaks and a 30 -minute lunch break.

## Course Delivery

Civil Safety uses a number of approaches for course delivery. These may include: trainer-led classroom delivery, workshops, practical, seminars, E-Learning resources, tutorials and supervised self-study. During class time, students will be expected to participate by answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations and role playing situations..

## Site Excursions

Civil Safety has an active site excursion program for most courses to enhance the learning experience and provide real-life opportunities for students. Please consult with your course coordinator for more up to date information.

## Training Package

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Training packages do not suggest how a learner should be trained, rather, they specify the skills and knowledge required to perform effectively in the workplace.

Each training packages is made up of three components:

- Units of competency: define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
- Qualifications framework: groups of units of competency ranging from Certificate I to Graduate Diploma level.
- Assessment guidelines: the industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.



## Principles of Assessment

### Fairness

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

### Flexibility

Assessment is flexible to the individual learner by reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

### Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

### Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

### Validity

The assessor must be assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

### Sufficiency

The assessor must be assured that the quality, quantity and relevance of the assessment evidence enable a judgment to be made of a learner's competency.

### Authenticity

The assessor must be assured that the evidence presented for assessment is the learner's own work.

## Currency

The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## Training Resources

All trainers are responsible for ordering the required resources for each lesson. You will receive a timetable for your class, this will allow you to plan ahead and ensure you have enough time to order and receive your trainer and learner materials.

To order anything you will need to send an email to [student.services@civilsafety.edu.au](mailto:student.services@civilsafety.edu.au) with the items you need, quantity, location for them to be sent. The trainer will receive soft copies via email as well as being posted out the resources if required. Please allow up to 7 days for orders to be processed and allow for delivery time. To be safe please ensure you order resources at least 14 days in advance.

## Student Assessment

Assessment approaches used by trainers may include: observation of performance in class, practical demonstrations, workshop, case studies, projects, assignments, presentations, role plays, written tests and exams, and work place based assessment. Students will be notified in advance of the time and form of an assessment.

Students will be given the opportunity of at least one re-assessment for any competencies not achieved on the first attempt.

Students are assessed according to the competencies and assessment requirements for a specific course as well as attendance in most courses of 80% is required for students to be deemed competent.

Trainers will be required to provide individual assessments for each student, sometime in conjunction with other trainers. Trainers are responsible for completing a daily attendance record for each student. If a student misses more than two classes in a row an intervention plan must be put in place for each student so this can be monitored. Student services also must be notified if more than 5 days of class is missed to follow up.

Trainers are also responsible for maintaining contact with their students to determine the student progress and their level of engagement with their training. Assessments are to be submitted to the respective course coordinator no later than 7 days from the date the assessments received.

## Reassessment

To maintain academic rigor and to ensure that trainers' time is not taken up attending to the needs of students who have not been attending, Civil Safety has introduced a robust reassessment procedure. Fundamentally, it means that any students who have not attended at least 80% of scheduled classes for a unit and have obtained an NYC result must book an appointment through Student Services to see the Training Manager. Such students are not to be assessed by the trainer during regular classroom time, as this takes trainer's time away from attending to students who are attending. Further, in dealing with students who have not been attending, trainers often find themselves having to put in much extra time. To reduce such pressure on trainers which can cause them stress, Civil Safety has implemented the reassessment officer ( a position held by the Training Manager)process which ensures that reassessments are carried out systematically and with appropriate rigor to ensure the student is ready to undertake the assessments. Also, trainers need to inform students to keep a copy of all work submitted for assessment. In the event of there being a dispute about whether

an assessment has been submitted or not, the student will be able to reproduce the assessment without delay, if the student has kept a copy of the original.

## Student Attendance

Student attendance is recorded daily, including late arrivals and early departures. Trainers will receive attendance lists to record student attendance at training sessions. Trainers are required to update these and provide them to Student Services at the end of the session. If Trainers are training at premises other than Civil Safety, they must keep attendance records secure, and return them to Civil Safety staff as soon as possible. Class attendance is mandatory and must be at 80 % or above in order to complete a course. Non-attendance must be reported by Trainers to the Training Manager if a student misses more than two weeks of class. The trainer must also follow up and put in place an intervention strategy to support the student within their studies.

Civil Safety requires all Trainers to keep attendance records and to be strict in requesting that students attend all classes. If students are unable to attend, it is requested that they contact Civil Safety Student Services, so that a message can be relayed to the trainer. This is a basic show of respect which Civil Safety requires of all students. If a Trainer has put in the time to prepare for a lesson, students are expected to attend classes.

Attendance is also important for class atmosphere and for generating a spirit of cohesiveness among the student cohort. If students are encouraged to come to classes, a strong spirit of camaraderie is generated which motivates all, both students and trainer, to work hard and to maintain a vibrant classroom spirit. Hence, it is important for trainers to stress to students the importance of attending scheduled classes.

## Code of Practice for Training Delivery

(Education Standards, Resources and Environment)

### **Civil Safety will:**

- Adopt policies and management practices which maintain high professional standards in the delivery of vocational education and training services, and which safeguard the interests and welfare of students.
- Ensure the availability and maintenance of a learning environment that is conducive to the success of students.
- Have the capacity to deliver training services (including all courses on its scope of registration), and provide adequate facilities and use appropriate methods and materials.
- Provide support to students throughout their training program.
- Monitor and report on the progress and performance of its students.
- Ensure training staff are suitably qualified to deliver the appropriate course/s and are informed of the learning needs of the students and any other relevant information.
- Ensure training is conducted as per the delivery schedule (class timetable), i.e., from 7:30 am to 9.30 pm

## Satisfactory Course Progression

Civil Safety will provide reasonable opportunities for students to successfully complete their course, ensuring that student course progress is monitored, support and intervene when a student is in danger of not progressing their course satisfactorily as per the Civil Safety policy and Government regulatory requirements.

Please refer to Civil Safety's Satisfactory Course Progress Policy and Procedures for an up to date information and ensure that you are familiar with the policy.



## Intervention Strategy

If a student is at risk of falling behind with their course work, attendance or assessment tasks, as a trainer you need to meet with the student and complete an intervention strategy outlining how you are going to support that student to complete their studies.

If you require assistance you can ask for support from your Training Manager.

## Retaining Student Work

The current ASQA general direction requires that all original assessments of all students be kept for a minimum of six months. The ASQA assessment /audit process is multifaceted when original pieces of assessment are audited. Everything from consistency with requirements of the unit of competency through authenticity of work to meeting AQF requirements is examined. Consequently Civil Safety requires trainers and assessors to make sure that all assessments for each unit of competence are:

- complete and have been accurately and completely marked
- consistent with and meet the requirements of the unit of competency and
- are consistent with those specified in any Learning and Assessment strategy or delivery and assessment plan

**Civil Safety also makes sure that the following information is also available in relation to assessment or each unit of competency:**

- a mapping of skills and knowledge and critical aspects of evidence against assessment tasks
- a mapping of employability skills against assessment tasks
- a mapping of performance criteria against assessment tasks
- a clear set of assessment criteria/model answers for each assessment task that relate to the tasks
- an indication within session plans of when assessments were/are to be initiated and when finalized
- clear advice to assessors on the process of assessment for the unit
- clear advice to students of the assessment tasks to be completed and the specific requirements of each assessment task, indicating that students need to satisfactorily complete all specified assessment tasks, specifying the commencement and completion dates and any specific times scheduled for assessments
- an assessment cover page for each assessment task that uses S and NYS as results

- an overall assessment record sheet (Unit Cover page) for the unit(s) of competence to show C (Competent) NYC Not Yet Competent)
- achievement of the participant against each of the specified assessment tasks a documented assessment validation approach

If students submit assignments in hardcopy, students must ensure that all hardcopy submissions for each unit are bound and clearly labeled with the unit name and code, trainer name, time, place and year in which the unit was delivered and the stage of delivery. The hardcopies are to be placed and filed and stored in the designated area details of which will be provided by Student Administration. Students must also agree that they have made their own photocopy or scan of the assessment and that they can produce it if required by Civil Safety.

## Result Recording

During your trainer induction, the Training Manager will show new trainers how to access and fill in the record of Results. You must complete all student results in a timely manner, provide feedback to students and provide 'whole' records to Student Services. All results are to be submitted within one week of the unit's completion date. This rule applies also to the last unit in a course which means that the result must be entered by the end of the week after the course has concluded.

It is imperative that there are no delays in result recording, as Civil Safety's compliance staff monitors student's progress on a progressive basis and students who have failed more than 50% of their units during their course must be contacted so that an intervention strategy can be implemented. Hence, it is imperative that all results for all units during the course are recorded and sent to Student Services (who then send them on to the compliance team for adjustment).

## Validation of Assessments tools/judgments

Validation is an assessment quality review process. Civil Safety validates units from each course every year. A validation checklist is provided to trainers to assist them in the validation process. All trainers are required to participate in the process. The trainers delivering the same course but to different student batches meet to determine whether the standards they work by when marking assessments are comparable. For example, is one trainer more lenient in their assessment of certain tasks than another? Is one trainer's estimation of satisfactory student work different to that of the other trainer? To help trainers answer these questions, trainers need to meet to review sample student assessments. The assessment samples need to provide evidence of work the assessor considers of poor quality and work deemed to be of a high standard.

## TRAINING AND ASSESSMENT SYSTEM

"Training a Safety Culture that Counts." These words have represented the culture of Civil Safety. They serve to remind all who teach, work and study at Civil Safety that learning should not just be in the mind but as a culture as a whole. It is this desire to treat learning as a "whole person" approach which focuses on the "student experience" that Civil Safety has determined as its core purpose and mission.

We recognise that learning should allow individualisation and provide multiple delivery methods which is why Civil Safety uses a number of approaches for course delivery. These may include: trainer-led classroom delivery, workplace simulations, workshops, practicals, seminars, eLearning resources, tutorials and self-supervised study.

We also have an active site excursion program for many courses to enhance the learning experience and to provide enjoyable growing and networking opportunities for students.

These are generally class-free events and Civil Safety provides its own student bus to transport students free of charge.

When it comes to assessment we provide our students meaningful feedback which they can use to improve the application of their learning and not just achieve competency.

We include attendance records in our assessments not just as a compliance measure but to ensure our students have the needed exposure to the training material and develop the disciplines necessary for their employment success.

Assessments include a combination of: observation of performance in class, practical demonstrations, workshops or laboratories, case studies, projects, assignments, presentations, role plays, written tests and exams, and workplace-based assessment.

## **STUDENT SURVEY**

With a founding principal of delivering excellence in training, Civil Safety conduct surveys amongst our students at the end of every course. The student's surveys provide Civil Safety with important feedback from the student for planning, delivering and improving the services accessible to students throughout Civil Safety and enables us to deliver better training services in the future. The student's survey is designed to provide student feedback on the provision of Civil Safety services.



It is expected that all Civil Safety trainer/assessors cooperate with the process of conducting these survey feedback from our students. You will be provided with the surveys form (AQTF learner's questionnaire). It is trainer's responsibility to conduct feedback survey using the form with all your student at the beginning of the last week and submit it to Student Services within a week after the course has finished.

At Civil Safety the honest feedback from our students are the gold mining for a training organisation like us where our mission is to deliver the best vocational training and qualifications that enable individuals to develop authentic skills, knowledge and competencies required to enhance their employability and career opportunities. We do this by taking each individual student concerns and feedback seriously to assure the quality of delivery and student satisfaction.

The Quality Manager will then collate and analyse the feedback and provide the CEO with a written report, including recommendations for any changes. The CEO decides which recommendations will be implemented and assigns a staff member to oversee the implementation of each change. Each change must be completed within 30-60 days of the decision.

## **TRAINERS/ASSESSORS COMPETENCIES**

As a trainer and assessor at Civil Safety you have been employed because you meet the requirements for trainers and assessors in the Standards for Registered Training Organisations. Besides having appropriate qualifications and the TAE40110/TAE40116 as a trainer and assessor you are expected to have and maintain industry currency on a unit of competency basis for all the units you are assigned to deliver and assess. It is a

requirement that trainers and assessors continually improve their:

- Industry currency
- VET knowledge
- Trainer and assessor competencies

Consequently Civil Safety takes a keen interest in the professional development of all trainers and assessors and has an ongoing approach to supporting your professional development. Please talk regularly to the Training Manager about your professional development. Under the Standards for NVR RTOs and specified requirements of ASQA (as the regulator), Civil Safety has to keep a range of documents to provide evidence that you meet all the requirements of a trainer and assessor. These documents are held in our Trainer Matrix. You can access this file at any time by contacting the Compliance Coordinator.

### **Your Trainer Matrix will include**

- A CV that has been signed by you
- A skills matrix that has been signed by you
- A current position description
- A current employment contract/agreement is in the file indicating your role of trainer assessor
- Copy of Trainer/assessor qualifications verified by Civil Safety or otherwise certified
- Copy of vocational qualifications verified by Civil Safety or otherwise certified

Our Compliance Coordinator will ask you from time to time to ensure that all the information in matrix is up to date and meets any changing requirements of ASQA as the regulator of the National Vocational Education and Training Regulator Act 2011, so your cooperation in this matter is appreciated.

### **Professional Development**

Trainers are required to undertake professional development to retain their training competencies. Civil Safety is keen to provide professional development opportunities for trainers. Your coordinator can assist you in maintaining currency by suggesting possible professional opportunities. This may be in the form of an invitation to attend a workshop, a meeting, a networking event of interest, information sharing on new initiatives, training manuals and course

curricula. Trainers attending professional development are required to complete a Professional Development Activity Evaluation for each activity, and submit it to Civil Safety administration for inclusion in their matrix record.

- Ongoing and needs driven professional development is an obligation of all professionals.
- Each individual's professional development is a shared responsibility between Civil Safety and the staff member.
- Whole staff professional development plan is consulted, endorsed and provided to staff. The professional development plan will allow for both Civil Safety identified needs, and those of a personal interest.
- The Training Manager and relevant Course Coordinators will have the role of informing staff of professional development opportunities. They will also play a role in coordinating and organising professional development activities for individuals and the whole of Civil Safety.
- Staff are encouraged to seek professional development from other staff members within

the organization or through contacts from their own industry or networks.

Civil Safety is committed to the provision of total quality vocational education, training products and services. We aim to ensure that we satisfy our students' needs by the adoption of a consistent, high standard of delivery. As part of our commitment to quality service, a code of practice has been developed. The code provides an ethical framework that guides our service delivery. We endeavor to ensure that our policies and management practices are in accordance with the code and that, at all times, our actions safeguard the interests and welfare of our customers.

The role of the trainer involves a broad range of activities, which directly and indirectly support learning through the delivery of educational programs. These activities may include:

- providing appropriate variety and flexibility in educational practice.
- undertaking assessment and evaluation of learning outcomes.
- maintaining and developing professional relevance and expertise in educational and technical disciplines.
- contributing to decision-making that affects the learning environment.
- liaising with local industry, other educational providers and the community to ensure that education and training are relevant and responsive to needs.
- complying with appropriate legislative requirements, organizational policies and occupational health and safety, ethical practice and equal opportunity in a culturally diverse society.
- participating cooperatively in the development and implementation of agreed quality improvement processes by reflecting on experience, performance and an evaluation of processes and program outcomes.

A trainer's role is that of a professional educator. It is influenced by industrial, social, economic, technological and political developments affecting vocational education and training at local, state and national levels.

The trainer as a professional educator supports, constructs, guides and enhances the educative process. The trainer delivers educational programs and facilitates learning, enabling students to achieve their desired outcomes.

### Trainer Meetings

Trainers are required to attend Mandatory admin, compliance, resources and trainer meetings. If a trainer is unable to attend due to teaching or other commitments, he/she needs to send an apology to the meeting coordinator.

If you have any issues you wish to place on the meeting agenda, please forward it to the Compliance Manager at least one day prior to the meeting.

## POLICIES AND PROCEDURES

Please read all the current Civil Safety's policies and procedures on our Staff Portal: <https://online-anytime.com/staff-portal/> - 'CS Policy & Procedures'

Please take time to familiarize yourselves and follow the relevant policies and procedures.

**Some important policies and procedures must be read and understood by all trainers at a minimum are:**

1. Access and Equity Policy and Procedure
2. Training & Assessment Strategy policy and procedure



3. Conduct Assessment Policy and Procedure
4. Assessment (Evidence) submission procedure
5. Validation of Assessments Policy and Procedures
6. Attendance Policy and Procedure
7. Issuing Awards and Statements of Attainment Policy and Procedure
8. Course Transition Policy & Procedures
9. Credit Transfer Procedures

## **RELEVANT LEGISLATION & REGULATORY REQUIREMENTS**

There are a number of legislation and regulatory requirements that significantly affect staff duties and are applicable to all training and admin staff. All staff MUST ensure that they carry out their duties in accordance to the current legislation and regulatory requirements. The Information on relevant legislation and regulatory requirement can be found at the following websites.

### **VET Quality Framework**

The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework comprises:

- the Standards for Registered Training Organizations (RTOs) 2015 (including revisions)
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements, and
- the Data Provision Requirements.

### **Australian Skills Quality Authority**

An essential mechanism for the regulation of vocational education and training (VET) is the national standards against which RTOs are assessed. The Australian Skills Quality Authority (ASQA) is the national VET regulator. ASQA's role includes:

- registering training providers as 'registered training organizations' (RTOs)
- registering organizations on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to deliver training to international students on student visas
- ensuring that organizations comply with the conditions and standards for registration, including g by carrying out compliance audits
- accrediting vocational education and training (VET) courses.

The Standards for VET Regulators 2015 ensure:

- integrity of nationally recognized training by regulating RTOs and VET accredited courses
- consistency in the VET regulators' implementation and interpretation of the standards applying to RTOs and VET accredited courses, and
- accountability and transparency of VET regulators.

More information about the Standards for Registered Training Organizations (RTOs) 2015 is available on the ASQA website: <http://www.asqa.gov.au/>

A range of legislation is applicable to all staff and students. Information on relevant legislation can be found at the following websites:

### **Australian Qualifications Framework (AQF)**

The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. <http://www.aqf.edu.au/>

### **Other Government Department Links**

**WHS** – <https://www.worksafe.qld.gov.au/>

**Privacy** –Office of the Privacy Commissioner <https://www.oaic.gov.au/>

**EO** - <http://www.humanrightscommission.vic.gov.au/>

It is the responsibility of all Training staff to ensure the requirements of relevant legislation are met at all times. Use the websites indicated, or contact the Compliance manager if you require further information.

# ACKNOWLEDGEMENT FORM

I, (please print name) \_\_\_\_\_, have received this Trainer's Handbook, read it thoroughly and understand all of its content in full. I take full responsibility and ownership in ensuring that I abide by the set instructions and guidelines and will understand that I will be held accountable if I am found not to be following as required, during my tenure as a Trainer and/or Assessor at Civil Safety. I understand that this is part of the training and assessing compliance at Civil Safety, in accordance with meeting the requirements of the Standards for Registered Training Organisations (SRTOs) 2015, and the regulator, the Skills Quality Authority (ASQA). I acknowledge and agree to the declaration made in this statement.

**Full name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_