



# The Health Education and Research Centre

## Student Policy Handbook

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<b>V1</b>	Document created
<b>V2</b>	Change of student attendance policy
<b>V3</b>	Reviewed and updated Policies and Procedures
<b>V4</b>	Update information relating to ANMAC Standards
<b>V5</b>	Update information relating to ASQA RTO Standards

In addition to the information in this manual, HERC has other policies, procedures, guidelines and documents that inform best practice in the delivery of training. Copies of the following are available at HERC reception at 182 Macquarie Street, Hobart or alternatively, you can access this information on our online learning management system.

- Application for RPL Form
- Change of Details Form
- Credit Transfer Application Form
- Deferral Form
- Refund Request Form
- USI Consent Form
- Withdrawal Form
- HERC Student Handbook
- HERC Marketing Checklist
- LLN Declaration

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### Introduction

The Health Education and Research Centre (HERC) is the Registered Training Organisation of the Australian Nursing and Midwifery Federation (Tas) operating in line with the [Standards for RTOs 2015](#) to deliver nationally recognised qualifications in Tasmania.

HERC is committed to delivering exceptional education and training. Consequently, it is imperative that all students and staff comply with these policies.

Definitions are provided initially in the terminology section and then as necessary in the subsequent policies.

This manual has been written in line with the guidance provided in the “Users’ Guide: Standards for Registered Training Organisations (RTOs) 2015”, version 2.3 dated March 2024, published by the Australian Government under the Australian Skills Quality Authority (ASQA).

The policy manual is endorsed by the ANMF (Tas) and approved by the Branch Secretary of the ANMF (Tas).

### Cessation of RTO registration

If HERC decides to or is required to cease its RTO training operations (including any delivery by a 3rd party on HERC’s behalf), then it will ensure that all students are informed as soon as practical about the situation and their options about how to complete their training with an alternative provider if required, noting that additional fees may be incurred.

HERC will further meet its obligations to students by ensuring all required student records including completion data are provided to the regulator (ASQA) in the approved form.

### Glossary of Terms

The definitions given in this section are also used throughout the policies. Many of the definitions have been adapted from the *ASQA Users’ Guide to the Standards for Registered Training Organisations (RTO’s) 2015 version 2.2 October 2019*.

**Access and equity:** policies and approaches aimed at ensuring that HERC is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short course:** a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an Australian Qualifications Framework (AQF) statement of attainment.

**Appeal:** a process whereby a client of HERC or other interested party may dispute a decision made by HERC. The decision may be an assessment decision or may be about any other aspect of HERC’s operation.

**Australian Qualifications Framework (AQF):** the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

**AQF certification documentation:** the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification:** an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment:** the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in training product or VET accredited course.

**Assessment system:** a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

**Assessors:** persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16.

**ASQA:** Australian Skills Quality Authority is the national regulator for vocational education and training.

**Audit:** an audit or compliance audit undertaken by the VET Regulator.

**Authenticated VET transcript:** the meaning given in the Student Identifiers Act 2014.

**Academic Honesty:** failure to act honestly or behaving unfairly in order to gain an advantage. This includes:

- **Cheating:** copying another person's work, fabricating data
- **Collusion:** unauthorised collaboration between students
- **Plagiarism:** to take and use the ideas and/or expressions and/or wording of another person or organisation and passing them off as one's own by failing to give appropriate acknowledgement. This includes material from any source such as staff, students, texts, resources and the internet, whether published or unpublished.

**Cancellation by student:** a student requests the cancellation of their course enrolment.

**Cheating:** may take many forms including but not limited to:

- a student copying the work of other students;
- a student allowing other students to copy their work;
- a student working in a group and not contributing.

**Client:** a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

**Clinical/work placement:** a period of time spent in a clinical/work environment in order for the student to observe, learn and demonstrate competency.

**Code:** the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or Training Packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

**Competency:** the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Complainant:** the person who lodges a complaint.

**Complaint:** an issue raised that is specific in nature as a result of dissatisfaction with services and/or advice provided by employees of the HERC.

**Concern:** an issue raised that is general in nature and not specific, which is able to be resolved by the provision of information or explanation.

**Continuous Quality Improvement:** the process of improvement occurring in incremental steps to ensure processes are continually improved.

**Course fee:** the fee determined for the course without additional costs which may be incurred during the course.

**Course progress:** monitoring, recording and assessing of a student's progress in relation to the course in which the student is enrolled.

**Credit transfer/National Recognition:**

- recognition of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person;

- recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions;
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course accrediting body and of its accreditation decisions.

**Currency:** in assessment, currency relates to the age of the evidence presented by the candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

**Data Provision Requirements:** the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

**Deferral:** an application by a student enrolled in a course to suspend their active participation in the course for a nominated period of time.

**Dereliction of Study:** where a student fails to attend classes, workshops or placements for a period of 60 calendar days or more without contacting HERC or their Trainer.

**Document:** refers to any tool, form, resource, policy and/or procedure regardless of whether it is in print, advertisement or online.

**Drugs:** for the purpose of this policy manual, the term includes substances defined as illegal drugs.

**Educational and support services may include, but are not limited to:**

- pre-enrolment materials;
- study support and study skills programs;
- language, literacy and numeracy (LLN) programs or referrals to these programs;
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- learning resource centres;
- mediation services or referrals to these services;
- flexible scheduling and delivery of training and assessment;
- counselling services or referrals to these services;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- learning and assessment programs contextualised to the workplace; and
- any other services that the RTO considers necessary to support learners to achieve competency.

**Equipment:** any tools or materials such as mannequins, lifting equipment, medical supplies.

**Extension:** where a student is unable to meet the due date for assessment submission due to unforeseen circumstances or illness, an educator may grant an additional time period for the assessment to be completed.

**Facilities:** any furniture, furnishings and structure.

**Flexible learning:** is providing a range of learning environments and strategies to cater for differences in individual learning interests, needs, styles and opportunities.

**Formative evaluation:** reviewing the quality of course administration, content and delivery on a continual basis.

**Grievance:** any unresolved dispute or complaint.

**Host workplace:** any facility in which HERC places students for practical experience and observation during their course.

**Immunisation:** Immunisation protects people against harmful infections before they come into contact with them in the community. Immunisation uses the body's natural defence mechanism - the immune response - to build resistance to specific infections. Immunisation helps people stay healthy by preventing serious infections.

**Independent validation:** for the purposes of Clause 1.25 - the validation is carried out by a validator or validators who:

- are not employed or subcontracted by the RTO to provide training and assessment; and
- have no other involvement or interest in the operations of the RTO.

**Industry:** the bodies that have a stake in the services provided by HERC. These can include, but are not limited to:

- enterprise/industry clients, e.g. employers;
- group training organisations;
- industry organisations;
- industry regulators;
- industry skills councils or similar bodies;
- industry training advisory bodies; and
- unions.

**Industry and Skills Council:** the Commonwealth, State and Territory ministerial council established by the Council of Australian Governments (COAG), or its successor.

**Industry engagement:** for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
- involving employer nominees in industry advisory committees and/or reference groups;
- embedding staff within enterprises;
- networking in an ongoing way with industry networks, peak bodies and/or employers;
- developing networks of relevant employers and industry representatives to participate in assessment validation; and
- exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

**Industry regulator:** a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

**Information technology:** refers to anything related to computing technology, such as networking, hardware, software, the Internet, the HERC LMS, email and social networking sites.

**Learner:** a person being trained and/or assessed by the HERC for the purpose of issuing AQF certification documentation.

**Mandatory reporting:** the legal requirement to report suspected cases of child abuse and neglect.

**Mediation:** a voluntary process in which a mediator, acceptable to both parties, facilitates the resolution of disputes between the parties.

**Mode of delivery:** the method adopted to deliver training and assessment, including online, distance, or blended methods.

**Memorandum of agreement (MoA):** a document between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of a MoA is to have a written understanding of the agreement between the parties. May also be called an MoU (Memorandum of Understanding).

**Midpoint of course:** defined as 50% of the total nominal hours of the course.

**National Register:** the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.

**Nationally Recognised Training (NRT) Logo:** the logo used nationally to signify training packages and VET accredited courses.

**NMBA:** Nursing and Midwifery Board of Australia.

**Orientation:** the process of providing information to students and newly appointed staff.

**Parchment:** A Certificate, Diploma or Statement of Attainment



**Participant:** a person who has completed and lodged a registration form and made payment in order to attend a workshop.

**Payment Plan Agreement:** an agreement between HERC and the student that clearly outlines the course fees and how they can be paid in instalments over the duration of the course and /or term.

**Personal Information:** any information that can identify a person.

**Plagiarism:**

- the direct copying of another author's work without recognising it as a quote and or acknowledging the author
- rewording another author's work and not acknowledging the source of the information
- claiming an idea as one's own when it was first arrived at by another

**Policy:** a documented statement of a definite course of action that is to be adopted and implemented.

**Privacy:** is a multifactorial concept that may include people's personal information but can also extend to territorial privacy, physical privacy, bodily privacy and privacy of communications.

**Qualification:** formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification as specified by:

- a nationally endorsed training package
- an accredited course that provides training for that qualification

**Recognition of Prior Learning (RPL):** an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, inhouse professional development programs conducted by a business); and
- informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

**Record:** information created, received and maintained by HERC and its employees in the transaction of official business or the conduct of affairs, and kept as evidence of such activity.

**Referencing:** Referencing is a standardised method of acknowledging the sources of information and ideas and other material used in an assignment.

**Respondent:** the person against whom the complaint is lodged.

**Risk:** the chance that an event will occur which will impact upon the core business of HERC.

**Risk assessment:** the process used to identify risks and the likelihood, frequency and consequences of their occurrence.

**Risk management:** development of strategies to manage the effects of risks.

**RTO:** a Registered Training Organisation.

**RTO code:** the registration identifier given to the RTO on the National Register.

**Scope of registration:** the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- provide assessment resulting in the issuance of AQF certification documentation by the RTO.

**Security:** measures used to store information in ways that protects personal details from unauthorised access, misuse, or disclosure.

**Skill set:** a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

**Statement of attainment:** a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

**Student:** a person who has completed and lodged an enrolment form in order to undertake training.

**Summative evaluation:** reviewing the quality of course administration, content and delivery at the end of the course or a section of the course.

**Support person:** a person chosen by the complainant or respondent to support them during the complaint process. The support person is bound by confidentiality and will not enter into discussions during mediation sessions.

**Suspension:** is exclusion from participating in HERC courses for a defined period.

**Termination of enrolment:** a student's enrolment in their course of study is terminated and will not be reinstated unless the termination is overturned through the appeals process.

**Third party Arrangements:** HERC may engage a third-party training provider to deliver and / or assess a specific unit of competency on our behalf. HERC will inform students of this arrangement prior to any delivery.

**Trainers and Assessors:** persons who provide training and/or assessment in accordance with Standards 1.13, 1.14 and 1.16.

**Training:** the process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

**Training and assessment strategies and practices:** are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

**Training Package:** the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

**Training Product:** AQF qualification, skill set, unit of competency, accredited short course and module.

**Unacceptable student behaviour** includes but is not limited to:

- endangering the safety of self or others
- inappropriate physical contact and/or physical violence
- bullying and intimidation of any other person
- being affected by drugs and/or alcohol
- consistently disrupting the work of learning in the classroom
- inappropriate isolation of a group member from group activities
- putting at risk the good reputation of any other person
- making racist or sexist comments to any other person
- demeaning another in any way
- constantly and inappropriately seeking attention
- behaving in a disruptive manner such as swearing, yelling, using offensive language
- inappropriate invasion of another's personal space
- stealing
- disobeying any reasonable direction by a staff member
- viewing or distributing offensive material via the internet, e-mail or any other means

**Unit of competency:** the specification of the standards of performance required in the workplace as defined in a training package.

**Validation:** the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

**VET:** vocational education and training.

**VET Quality Framework** comprises:

- the Standards for Registered Training Organisations
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements

**Victimisation:** detrimental action taken against the complainant.

## Code of Practice

### 1. Purpose

This section explains the purpose of the Code of Practice, which is to outline the principles and commitments of HERC in delivering quality education and training services.

### 2. Scope

This Code of Practice applies to all staff, trainers, assessors, students, and stakeholders associated with HERC.

### 3. Commitment to Quality Education

HERC is committed to providing high-quality health education and training services that meet the needs of students, industry, and regulatory bodies. We aim to deliver training that is relevant, accessible, and aligned with industry standards.

### 4. Compliance with Legislation

HERC operates in compliance with all relevant legislation, including the Standards for RTOs 2015, the National Vocational Education and Training Regulator Act 2011, and the VET Quality Framework.

### 5. Continuous Improvement

We are committed to continuously improving our training and assessment practices through regular reviews, student feedback, and industry consultation.

### 6. Student Support and Welfare

HERC ensures that all students receive appropriate support services to achieve their educational goals, including academic support, reasonable adjustment, counselling, and assistance with language, literacy, and numeracy.

### 7. Ethical Marketing and Recruitment

We commit to ethical marketing and recruitment practices, ensuring that all information provided to prospective students is accurate, clear, and transparent.

### 8. Equal Opportunity

HERC is committed to providing equal opportunities for all students and staff, promoting a learning environment free from discrimination and harassment.

### 9. Assessment and Issuance of Qualifications

Our assessment processes are fair, valid, reliable, and designed to ensure that students meet the required competencies. Qualifications and statements of attainment are issued in accordance with the ASQA standards.

**10. Feedback and Complaints**

We value feedback from students, staff, and industry partners as a means of improving our services. HERC has a transparent process for handling complaints and appeals.

**11. Sustainability and Social Responsibility**

HERC is committed to operating in an environmentally sustainable manner and contributing positively to the community.

**12. Review of Code of Practice**

This Code of Practice will be reviewed annually to ensure it remains relevant and effective. Any changes will be communicated to all stakeholders.

## Chapter 1: Marketing and Recruitment

The training provider's marketing practices provide accurate and factual information to allow prospective students to make informed decisions.

## Marketing and Advertising Policy

### 1. Purpose

The purpose of this policy is to ensure that all marketing and advertising activities conducted by HERC are ethical, accurate, and compliant with applicable laws and regulations, promoting transparency and integrity in all communications.

### 2. Scope

This policy applies to all forms of marketing and advertising, including digital, print, and broadcast media, managed by or on behalf of HERC.

### 3. Policy Statement

HERC commits to:

- Providing truthful and non-deceptive information in all marketing and advertising materials.
- Ensuring all claims are substantiated and verifiable.
- Clearly distinguishing between educational advice and promotional material.

### 4. Responsibilities

- **Marketing Team:** Develop and execute marketing campaigns that adhere to this policy.
- **Education Manager:** Review and approve all marketing materials to ensure compliance with legal standards and internal guidelines.
- **Staff:** Adhere to the guidelines set forth in this policy when representing HERC in any marketing or promotional capacity.

### 5. Advertising Standards

- **Accuracy:** All advertising materials must accurately reflect the courses, services, and outcomes offered by HERC.
- **Transparency:** Costs, terms, and any conditions associated with educational services must be clearly disclosed.
- **Respectful Representation:** Ensure that all advertising respects cultural, social, and legal norms, avoiding stereotypes or offensive content.

### 6. Use of Logos and Trademarks

- **Proper Use:** Logos and trademarks associated with HERC must be used correctly and only with authorisation on marketing materials.
- **Third-Party Usage:** Any use of third-party logos and trademarks must have explicit permission and adhere to third-party guidelines.

### 7. Social Media

- **Guidelines for Use:** Establish clear guidelines for the official use of social media in marketing, addressing content approval, posting frequency, and interaction with users.
- **Monitoring:** Regularly monitor social media channels to ensure compliance with this policy and to engage positively with the community.

**8. Compliance with Legislation**

- **Legal Adherence:** All marketing activities must comply with relevant local, state, and federal laws, including consumer protection laws and educational standards.
- **Review for Compliance:** Regular reviews of marketing practices to ensure ongoing compliance with these laws.

**9. Training**

- **Staff Training:** Provide ongoing training to all employees involved in marketing to ensure understanding and compliance with this policy.
- **Updates on Legislation:** Keep staff updated on any changes in marketing-related legislation and standards.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and compliant with legal and ethical standards. Feedback from marketing activities and stakeholder input will be considered during the review process.



## Chapter 2: Enrolment

The RTO ensures students have the existing skills, knowledge and experience required to successfully undertake the course.

## Student Enrolment Policy

### 1. Purpose

The purpose of this policy is to outline the enrolment process at HERC, ensuring that it is fair, transparent, and accessible to all prospective students.

### 2. Scope

This policy applies to all prospective students, current students, and staff involved in the enrolment process at HERC.

### 3. Enrolment Process

The enrolment process at HERC is designed to be clear and straightforward, ensuring that all students are fully informed about their course options and entry requirements. The steps involved are as follows:

- **Step 1:** Client accesses the HERC website and reads the course information.
- **Step 2:** Submission of an enrolment form and relevant documentation (etc driver's license, AHPRA registration and ANMF membership) via the HERC website, including a current photograph of yourself to cross reference photo identification.
- **Step 3:** Assessment of eligibility for the chosen course, including review of academic qualifications, AHPRA registration and work experience.
- **Step 4:** Confirmation of enrolment and issuance of log-in details for the HERC Learning Management System (LMS).

### 4. Eligibility and Entry Requirements

HERC has clear eligibility criteria and entry requirements for each course. These may include:

- Prerequisite qualifications such as a Diploma of Nursing or Certificate 4 in Enrolled Nursing;
- Current AHPRA Registration;
- English language proficiency;
- Specific age requirements (e.g., 18 years or older).

### 5. Recognition of Prior Learning (RPL) and Credit Transfer

HERC recognises prior learning and offers credit transfer opportunities for students who have previously completed relevant qualifications or have applicable work experience. Information about RPL and credit transfer is provided during the enrolment process.

### 6. Student Orientation

All new students at HERC are required to participate in an orientation program. This program provides essential information about the course, the RTO's policies and procedures, and the available support services. The orientation may be held online or in person.

### 7. Fees and Payment

Information about course fees, payment options, and deadlines are provided to students during the enrolment process. Students are required to pay their fees as outlined in the HERC Fees and Refund Policy.

### **8. Withdrawal and Deferral**

Students who wish to withdraw from or defer their studies must notify HERC in writing. The withdrawal and deferral process are outlined in the HERC student handbook, and students are encouraged to seek advice from the HERC student support team before making a decision.

### **9. Support Services**

HERC offers a range of support services to assist students throughout the enrolment process. This includes academic counselling, financial advice, and support for students with disabilities or special needs.

### **10. Monitoring and Review**

This policy will be reviewed annually to ensure that it remains effective and aligned with current best practices and regulatory requirements. Any updates will be communicated to all relevant stakeholders.

## Language, Literacy, and Numeracy (LLN) Policy

### 1. Purpose

The purpose of this policy is to outline HERC's commitment to supporting the language, literacy, and numeracy needs of its students to enhance their learning outcomes and ensure they have the necessary skills to successfully complete their training.

### 2. Scope

This policy applies to all students enrolled at HERC, particularly those identified as needing additional support in language, literacy, or numeracy to meet the requirements of their chosen training program.

### 3. Policy Statement

HERC is committed to:

- Assessing the LLN skills of students at the time of enrolment to identify any support needs.
- Providing targeted support and resources to assist students in developing their LLN skills.
- Ensuring that teaching strategies and learning materials are accessible and supportive of students with diverse LLN needs.

### 4. Identification of LLN Needs

- **Initial Assessment:** HERC may conduct LLN assessments as part of the enrolment process using tools that are aligned with the Australian Core Skills Framework (ACSF).
- **Ongoing Monitoring:** Continuously monitor student progress in LLN throughout their course to identify any emerging needs or areas for additional support.

### 5. Support Services

- **Individualised Support Plans:** Develop personalised learning plans for students who require additional LLN support, detailing the strategies and resources that will be used to address their needs.
- **Access to Resources:** Make available a range of learning materials that cater to various levels of LLN proficiency, including online resources, tutorials, and assistive technologies.

### 6. Teaching and Assessment Strategies

- **Inclusive Teaching Practices:** Employ teaching practices that are inclusive and adapted to the LLN needs of students, such as simplified language, visual aids, and practical demonstrations.

- **Flexible Assessment Methods:** Provide flexible assessment options to accommodate the LLN capabilities of students, ensuring that assessments fairly evaluate their skills and knowledge without being impeded by LLN difficulties.

**7. Staff Training**

- **Professional Development:** Ensure that all teaching staff receive ongoing professional development on strategies for supporting LLN development among students.
- **Awareness and Skills Training:** Equip staff with the skills to identify and support LLN needs in their teaching practices.

**8. Partnerships**

- **Collaboration with Specialists:** Establish partnerships with LLN specialists and organisations to provide expert support and resources to students.
- **Community Engagement:** Engage with local communities and organisations to support broader LLN development initiatives that benefit students.

**9. Monitoring and Review**

- **Effectiveness of Support:** Regularly review the effectiveness of LLN support services and adjust strategies based on student outcomes and feedback.
- **Policy Updates:** Update this policy periodically to reflect best practices and the evolving needs of the student population.

**10. Compliance with Legislation**

- **Regulatory Compliance:** Ensure that all LLN support and assessment practices comply with educational standards and regulatory requirements.

## Access and Equity Policy

### 1. Purpose

The purpose of this policy is to ensure that all students and staff at HERC have equal access to education and training opportunities and are treated equitably, regardless of their background or circumstances. This policy aims to remove barriers and open developmental opportunities for all students and staff by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

### 2. Scope

This policy applies to all students, staff, trainers, assessors, and any other stakeholders associated with HERC.

### 3. Principles of Access and Equity

HERC is committed to the principles of access and equity, ensuring that:

- Education and training are available to all eligible participants regardless of race, gender, age, disability, cultural background, or socio-economic status.
- Services and resources are provided in a manner that reflects the diverse needs of the community.
- No person is discriminated against, harassed or treated unfairly in their dealings with HERC.
- Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students and other clients.

### 4. Identification of Barriers

HERC actively identifies and seeks to remove any barriers to participation in education and training. This includes:

- Reviewing recruitment and enrolment processes to ensure they are inclusive.
- Providing reasonable adjustments for students with disabilities and/or diverse learning and social needs.
- Offering support services to assist students facing barriers to learning.
- Providing a quality training community and supportive learning environment.
- Offering flexibility in the way in which training and assessment is provided.
- Having transparent student and staff recruitment and selection procedures.
- Determining the needs of all individuals upon engagement with the organisation.

### 5. Support Services

HERC provides a range of support services to ensure that all students can participate fully in their education and training. This may include:

- Language, literacy, and numeracy (LLN) support;
- Academic counselling and mentoring;
- Assistance for students with disabilities or special needs;
- Referring students to support and counselling services where needed;
- Assisting students to arrange additional support services if required such as interpreters or trained note takers;
- Providing courses that are flexibly delivered through a variety of delivery modalities;
- Encouraging students to be involved in their own feedback and decision-making processes to ensure realistic training goals and progress can be achieved.

**6. Cultural Diversity**

HERC recognises and respects the cultural diversity of its students and staff. We are committed to providing a learning environment that is inclusive and supportive of all cultural backgrounds.

**7. Responsibilities**

- **Management:** Ensure that the principles of access and equity are embedded in all aspects of the RTO's operations.
- **Staff and Educators:** Provide inclusive and accessible education and training services and make reasonable adjustments where necessary.
- **Students:** Respect the rights of others and participate in an inclusive and equitable learning environment.

**8. Complaints and Appeals**

Students and staff who feel that they have been treated unfairly or discriminated against are encouraged to raise their concerns through the HERC complaints and appeals process. All complaints will be handled in a fair, transparent, and timely manner.

**9. Monitoring and Review**

This policy will be reviewed annually to ensure it remains effective and aligned with current legislation and best practices. Any updates will be communicated to all relevant stakeholders.

## Deferral and Withdrawal from Course Policy

### 1. Purpose

The purpose of this policy is to outline the procedures and conditions under which students at HERC may defer their studies or withdraw from a course. This policy ensures that such actions are managed fairly, transparently, and in accordance with regulatory requirements.

### 2. Scope

This policy applies to all students enrolled at HERC, across all courses and programs offered.

### 3. Policy Statement

HERC is committed to:

- Providing clear and accessible information regarding the process for deferral and withdrawal.
- Ensuring that all students are aware of the implications of deferring or withdrawing, including impacts on their academic progress and financial obligations.
- Supporting students in making informed decisions that align with their educational and personal circumstances.

### 4. Deferral of Studies

- **Eligibility Criteria:** Students may request to defer their studies due to illness, personal hardship, or other significant reasons.
- **Procedure:** Students must submit a deferral request form, available from the administration office or the online student portal, detailing the reasons for their deferral and the desired period of deferral (up to 12 months).
- **Approval Process:** Deferral requests will be reviewed by the Education Manager. Approval will be granted based on the student's circumstances and in accordance with RTO policy.

### 5. Withdrawal from Courses

- **Notification Requirements:** Students wishing to withdraw from a course must notify HERC in writing, using the prescribed withdrawal form.
- **Deadlines:** To avoid financial penalties, students must submit withdrawal notifications before specified census dates which will be clearly communicated at the start of each program.
- **Refunds:**
  - A. **Withdrawal Before Course Commencement**
    - **Full Refund:** Students who formally withdraw from a course before the commencement date are typically eligible for a full



refund of fees paid, minus the non-refundable enrolment fee specified in the initial agreement.

- **Procedure:** Students must submit a written notice of withdrawal to the administration office by a specified deadline, generally one or two weeks before the scheduled start of the course.

**B. Withdrawal After Course Commencement**

- **Partial Refund:** If a student withdraws after the course has commenced but before a specified cut-off date, they may be eligible for a partial refund. The refund amount may be prorated based on the percentage of the course completed at the time of withdrawal.
- **Deadline:** The specific deadline for eligibility for a partial refund is according to the census date of the program a student is enrolled in.

**C. Course Cancellation by the RTO**

- **Full Refund:** In cases where HERC cancels a course for any reason, all enrolled students are entitled to a full refund of all fees paid, including any administration or enrolment fees.
- **Notification:** Students will be notified of the cancellation and the process for obtaining a refund as soon as the decision is made.

**D. Special Circumstances**

- **Consideration for Full or Partial Refund:** Students who withdraw from a course due to special circumstances beyond their control (such as serious illness, injury, or other personal circumstances) may be eligible for a full or partial refund. Special circumstances must be verified with appropriate documentation (e.g., medical certificates, death certificates, court orders).
- **Application Process:** Students must apply for a refund under special circumstances by submitting a refund request form and a detailed explanation of how their situation prevents them from continuing the course.

**6. Implications of Deferral and Withdrawal**

• **Academic Implications**

- **Delay in Course Completion:** Deferring or withdrawing can lead to a delay in completing the course and achieving qualifications, potentially affecting a student's planned academic timeline.
- **Disruption of Cohort Sequence:** Students may not be able to rejoin their original cohort, which could impact their learning experience due to missing out on the continuity of group studies and projects.

- **Course Availability:** If a course curriculum is updated or changed during a deferral period, students may need to meet new requirements or enrol in alternative subjects to complete their qualification.
- **Financial Implications**
  - **Tuition Fees:** Depending on the timing of the withdrawal, students may not be eligible for a full refund of tuition fees, as outlined in HERC's Fees and Refund Policy. Deferral may also involve additional administrative fees.
  - **Financial Aid and Scholarships:** Deferral or withdrawal could affect a student's eligibility for scholarships, grants, or financial aid. Students are advised to consult with the Student Support Team to understand any potential financial repercussions.
  - **Future Fee Increases:** Students who defer their studies may be subject to tuition fee increases upon their return, depending on the RTO's pricing policies and economic conditions at the time of re-enrolment.
- 7. **Support and Counselling**
  - **Advisory Services:** Provide access to counselling and advisory services to assist students in making informed decisions about deferral and withdrawal.
  - **Re-entry Support:** Offer support services for students who wish to re-enter their studies after a deferral, including re-orientation and academic advising.
- 8. **Record Keeping**
  - **Documentation:** Maintain accurate records of all deferrals and withdrawals, including applications, communications, and decisions.
  - **Confidentiality:** Ensure that all records are kept confidential and are accessed only by authorised personnel.
- 9. **Review of Policy**

This policy will be reviewed annually to ensure it remains effective and compliant with legal and educational standards. Feedback from students and staff will be considered during the review process.

## Recognition of Prior Learning (RPL) and Credit Transfer (CT) Policy

### 1. Purpose

The purpose of this policy is to outline the process for recognizing prior learning and granting credit transfers at HERC. This ensures that students receive appropriate recognition for their previous education, training, and work experience.

### 2. Scope

This policy applies to all students seeking Recognition of Prior Learning (RPL) or Credit Transfer (CT) for qualifications or units of competency at HERC.

### 3. Definitions

- **Recognition of Prior Learning (RPL):** An assessment of skills and knowledge you've acquired through previous training, work or life experience which are relevant to your course. RPL allows your provider to assess your existing competency against the requirements of the course. You can be granted part or all of a unit of competency by RPL.
- **Credit Transfer (CT):** The granting of status or credit by an institution to students for previous studies undertaken at another institution.

### 4. Eligibility for RPL and Credit Transfer

- **RPL:** Students who have relevant work experience, previous education, or informal learning that aligns with the competencies of the course they are enrolling in may apply for RPL.
- **Credit Transfer:** Students who have completed equivalent units of competency or qualifications at a recognised training organisation may apply for credit transfer.

### 5. Application Process for RPL/Credit Transfer

The application process for RPL and credit Transfer at HERC involves the following steps:

- **Step 1:** Gather your documentation for RPL or Credit Transfer, which may include evidence such as transcripts, certificates, work references, or portfolios.
- **Step 2:** Fill in the enrolment form on the HERC website and select the option 'apply for RPL'
- **Step 3:** The HERC Team will email you with information regarding the RPL application. Complete the required application including submitting the required evidence.
- **Step 4:** Assessment of the RPL or CT application will be conducted by a qualified assessor.

- **Step 5:** Notification by email of the outcome, including any granted credits and any gaps in competencies that need to be addressed.
- **Step 6:** Adjustment of the student's training plan to reflect the granted RPL or Credit Transfer and reduction in fees (if applicable).

**6. Assessment of RPL**

- RPL assessments are conducted by qualified assessors who have expertise in the relevant industry area.
- The assessment process may involve interviews, practical demonstrations, and the review of submitted evidence.
- All assessments will be conducted in accordance with the principles of fairness, validity, reliability, and flexibility.

**7. Fees**

HERC may charge a fee for the RPL process, which will be communicated to students prior to the submission of their application. There are no fees for Credit Transfer applications.

Please see the HERC Course Fees and Additional Payments information document for more information regarding RPL assessment fees.

**8. Appeals**

Students who are dissatisfied with the outcome of their RPL or Credit Transfer application may appeal the decision. The appeal must be lodged in writing within 14 days of receiving the outcome. The appeal will be reviewed by an independent assessor.

**9. Record Keeping**

All RPL and Credit Transfer applications, assessments, and outcomes will be documented and securely stored in accordance with HERC's Records Management Policy.

**10. Monitoring and Review**

This policy will be reviewed annually to ensure it remains effective and compliant with relevant legislation and best practices. Any updates will be communicated to all relevant stakeholders.

## Chapter 3: Support and Progression

Students' needs are assessed by the RTO and the RTO provides appropriate support services to enable student progression.

## Fees and Refund Policy

### 1. Purpose

The purpose of this policy is to outline the procedures for the payment of fees, the schedule of payments, and the circumstances under which refunds may be granted at HERC.

### 2. Scope

This policy applies to all students enrolled in courses at HERC, as well as all staff involved in the administration and management of student fees and refunds.

### 3. Fees Information

- **Course Fees:** Detailed information on course fees, including tuition, materials, and any additional costs, is provided to students prior to enrolment.
- **Payment Schedules:** Payment schedules, including due dates and payment methods, are clearly outlined in the Course Fees and Additional Payments Information document accessible from the HERC website or by emailing [info@herc.tas.edu.au](mailto:info@herc.tas.edu.au).
- **Additional Fees:** Any additional fees (e.g., late fees, RPL fees, reassessment fees) are communicated to students in advance.

### 4. Payment Methods

Fees are to be paid within (14) days of receipt of an invoice, unless the payee has elected to pay according to a Payment Plan Agreement which has been approved by HERC.

Students may pay their fees using the following methods:

- Credit/Debit Card
- Bank Transfer
- Payment Plan (if applicable)
- Other methods as approved by HERC

### 5. Refund Policy

HERC provides refunds in the following circumstances:

- **Withdrawal Before Course Commencement:** Full refund of all fees paid, minus the non-refundable enrolment fee.
- **Withdrawal After Course Commencement:** Partial refund, calculated based on the proportion of the course completed and the course census date.
- **Course Cancellation by RTO:** Full refund of all fees paid.
- **Special Circumstances:** Refunds may be granted in cases of illness, injury, or other exceptional circumstances, subject to supporting documentation.

### 6. Requesting a Refund

To request a refund, students must submit a completed refund request form to the Student Support Team. Refund requests will be assessed and a decision will be

provided within 14 business days of receipt of the completed request form. If successful, the refund will be processed within another 14-day period.

**7. Non-Refundable Fees**

Certain fees may be non-refundable, such as:

- Enrolment fees;
- Resource/material fees once materials have been provided to the student.

**8. Refund Appeals**

If a student is dissatisfied with the outcome of a refund request, they may lodge an appeal following the complaints and appeals process outlined in the HERC Complaints and Appeals Policy.

**9. Student Protection**

HERC ensures that students are protected and that their fees are safeguarded in compliance with all relevant regulations, including any applicable tuition protection schemes.

In accordance with ASQA Standards Clause 7.3, 'Prepaid fees' (sometimes referred to as 'fees collected in advance') means fees that are collected before the relevant services have been provided. These include payments made at any time before, during or after the student enrolls. Any payment received before a service is delivered is unearned revenue and is a liability that must be paid back, either through service delivery or as a refund. Therefore, HERC cannot accept more than \$1500 in advance for course fees.

**10. Issuance of Qualifications**

- Upon completion of a course and once all fees have been paid, the printed qualification or certificate with a statement of results will be issued within 30 days of resulted as competent and sent to the registered address of the student. When a student withdraws from a course and once all final fees have been paid, a statement of attainment will be sent to the student's registered address.
- HERC reserves the right to withhold the issuing of qualifications and academic statements until all fees have been paid.

**11. Late Payment**

- Where a student is more than sixty (60) days overdue with payments, HERC reserves the right to suspend training services until payment is made to bring fees up to date.
- Students who are experiencing difficulty in paying their fees are invited to call our office to make alternative arrangements for payment during their period of difficulty.

- For long-term outstanding amounts, HERC utilises the services of a debt recovery agency to ensure the collection of all fees.

**12. Review of Policy**

This policy will be reviewed annually to ensure its effectiveness and compliance with legal requirements. Feedback from students and staff will be considered in the review process.



## Learner Support Policy

### 1. Purpose

The purpose of this policy is to outline the commitment of HERC to providing comprehensive learner support services to ensure that all students have the opportunity to succeed in their studies.

### 2. Scope

This policy applies to all students enrolled in courses at HERC and all staff involved in delivering training and support services.

### 3. Policy Principles

HERC is committed to the following principles in supporting learners:

- **Individualised Support:** Recognising the diverse needs of learners and providing personalized support to help them achieve their educational goals.
- **Accessibility:** Ensuring that all students have access to the support services they need to succeed, regardless of their location or mode of study.
- **Timeliness:** Providing timely support to address learners' needs as they arise.
- **Continuous Improvement:** Regularly reviewing and improving learner support services to enhance their effectiveness.

### 4. Types of Learner Support

HERC offers a range of support services to assist learners, including but not limited to:

- **Academic Support:** Assistance with study skills, assessment preparation, and understanding course content.
- **Language, Literacy, and Numeracy (LLN) Support:** Help with language, literacy, and numeracy skills to ensure learners can effectively engage with their studies.
- **Technology Support:** Guidance on using online learning platforms, accessing course materials, and troubleshooting technical issues.
- **Personal Support:** Counselling services and referrals to external support services for issues such as mental health, financial difficulties, or accommodation needs.
- **Disability Support:** Adjustments and accommodations to support learners with disabilities.

### 5. Accessing Support Services

Learners can access support services at HERC by:

- Contacting the Student Support Team or their course trainer/assessor.
- Accessing resources and information available on the HERC's online learning platform.
- Requesting an appointment for one-on-one support by emailing [info@herc.tas.edu.au](mailto:info@herc.tas.edu.au).

**6. Student Support Team**

The HERC Student Support Team are responsible for coordinating support services at HERC. Their role includes:

- Assessing individual learner needs and providing appropriate support.
- Liaising with trainers, assessors, and external services to ensure comprehensive support is available.
- Monitoring the effectiveness of support services and making improvements as needed.

**7. Responsibility of Trainers and Assessors**

Trainers and assessors at HERC play a key role in supporting learners by:

- Identifying students who may require additional support.
- Referring students to appropriate support services.
- Providing guidance and feedback to help students succeed in their studies.

**8. Confidentiality**

All personal information shared by learners in the course of accessing support services will be treated confidentially and only shared with relevant staff members on a need-to-know basis.

**9. Monitoring and Review**

This policy will be reviewed annually to ensure it remains effective and meets the evolving needs of learners. Feedback from students and staff will be considered in the review process.

## Complaints and Appeals Policy

### 1. Purpose

The purpose of this policy is to outline the procedures for managing complaints and appeals at HERC. This policy ensures that all complaints and appeals are handled fairly, efficiently, and transparently.

### 2. Scope

This policy applies to all students, staff, trainers, assessors, and any other stakeholders involved with HERC.

### 3. Definitions

- **Complaint:** A formal expression of dissatisfaction about any aspect of the RTO's operations, including services, policies, staff behaviour, or facilities.
- **Appeal:** A request for a review of a decision made by the RTO, including assessment outcomes, disciplinary actions, or administrative decisions.

### 4. Principles

HERC is committed to the following principles when managing complaints and appeals:

- **Fairness:** All complaints and appeals are treated impartially and without bias.
- **Confidentiality:** The privacy of all parties involved in a complaint or appeal is respected, and information is only shared with those directly involved in resolving the issue.
- **Transparency:** The complaints and appeals process is clear, and all parties are informed of their rights and responsibilities.
- **Timeliness:** Complaints and appeals are resolved as quickly as possible.

### 5. Complaints Process

The complaints process at HERC involves the following steps:

- **Step 1: Informal Resolution** – Students are encouraged to resolve the issue directly with the person involved, if appropriate.
- **Step 2: Lodging a Formal Complaint** – If the issue is not resolved informally, a formal complaint can be lodged in writing to the RTO's student support team via HERC's Student Management System, E-Skilled.
- **Step 3: Acknowledgment** – The Student Support Team acknowledges receipt of the complaint in writing within 5 business days.
- **Step 4: Investigation** – The complaint is investigated by an impartial person or panel, and all relevant parties are given the opportunity to present their case.
- **Step 5: Resolution** – The outcome of the investigation is communicated to all parties in writing, including any corrective actions to be taken.
- **Step 6: Record Keeping** – All complaints and their outcomes are documented and securely stored. This is recorded on HERC's complaints register in our

Student Management System (SMS) with follow up actions to assist in eliminating or mitigating future occurrences.

**6. Appeals Process**

The appeals process at HERC involves the following steps:

- **Step 1: Lodging an Appeal** – If a student is dissatisfied with a decision, they may lodge an appeal in writing within 14 days of the decision.
- **Step 2: Acknowledgment** – The Education Manager acknowledges receipt of the appeal in writing within 5 Business Days.
- **Step 3: Review** – The appeal is reviewed by an independent person or panel who was not involved in the original decision.
- **Step 4: Resolution** – The outcome of the appeal is communicated to the student in writing, including any actions to be taken.
- **Step 5: Record Keeping** – All appeals and their outcomes are documented and securely stored.

**7. External Review**

If the complainant or appellant is not satisfied with the outcome, they may seek an external review through a relevant external body, such as the Australian Skills Quality Authority (ASQA) or an Ombudsman.

**8. Support Services**

HERC provides support services to assist students in lodging complaints or appeals, including access to counselling, academic advisors, or legal aid services.

**9. Responsibilities**

- **Education Manager:** Responsible for managing the complaints and appeals process.
- **Student Support Team:** Responsible for assisting the Education Manager with the complaints and appeals process.
- **Students and Staff:** Responsible for raising issues in a timely manner and participating in the resolution process.

**10. Monitoring and Review**

This policy will be reviewed annually to ensure it remains effective and compliant with relevant legislation and best practices. Any updates will be communicated to all relevant stakeholders.

## Student Behaviour and Discipline Policy

### 1. Purpose

The purpose of this policy is to establish clear expectations for student behaviour and the procedures for addressing instances of misconduct at HERC.

### 2. Scope

This policy applies to all students enrolled at HERC and to all settings where learning activities, including virtual and off-site locations, are conducted.

### 3. Behaviour Expectations

HERC expects all students to:

- Respect the rights, property, and safety of others.
- Conduct themselves in a manner that reflects integrity and responsibility.
- Comply with the rules and regulations set forth by the RTO and applicable to their conduct both on and off campus.
- Engage in academic activities honestly and ethically.

### 4. Prohibited Behaviours

Prohibited behaviours include but are not limited to:

- Bullying, harassment, or discrimination in any form.
- Violence or threats of violence.
- Vandalism or destruction of property.
- Possession or use of illegal substances.
- Disruption of learning activities.

### 5. Disciplinary Procedures

- **Reporting Misconduct:** Any instances of student misconduct should be reported to the Education Manager or designated authority.
- **Investigation:** All reported incidents will be investigated thoroughly.
- **Hearing:** Depending on the severity of the misconduct, a disciplinary hearing may be convened to discuss the findings and allow the student to respond.
- **Sanctions:** Sanctions for misconduct may range from a formal warning to suspension or expulsion, depending on the nature and severity of the offense.

### 6. Support and Intervention

- **Counselling Services:** Students involved in disciplinary issues may be referred to counselling services to help address underlying issues that may contribute to their behaviour.
- **Behavioural Contracts:** In some cases, students may be required to sign a behavioural contract as a condition of continuing their enrolment.

### 7. Appeals

Students have the right to appeal disciplinary decisions. Appeals must be submitted in writing to the appeals committee within 5 business days of the decision.

**8. Confidentiality**

All disciplinary proceedings will be conducted confidentially to respect the privacy of all parties involved. Information will be shared only with individuals directly involved in the investigation and resolution of the matter.

**9. Record Keeping**

Records of all disciplinary actions, including investigations, hearings, and outcomes, will be securely maintained in accordance with the HERC Student Records Management Policy.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and reflects best practices. Feedback from the community will be considered in the review process.

## Version Control and Document Management Policy

### 1. Purpose

The purpose of this policy is to ensure that all documents created, used, and maintained by HERC are appropriately controlled and managed to maintain their accuracy, integrity, and confidentiality. This policy facilitates effective document management and version control, supporting compliance and operational efficiency.

### 2. Scope

This policy applies to all official documents related to the operations of HERC, including but not limited to training materials, policies, procedures, student records, and compliance documents.

### 3. Definitions

- **Document Management:** The systematic control of documents throughout their life cycle from creation to destruction.
- **Version Control:** A system that records changes to a document or set of documents over time so that specific versions can be recalled later.

### 4. Document Creation and Approval

- **Document Templates:** Use standardised templates for all official documents to maintain consistency.
- **Creation and Review:** All new documents must be created by authorised personnel and reviewed by relevant stakeholders for accuracy and completeness before approval.
- **Approval Process:** Documents require formal approval from designated authority figures within HERC before being issued or used.

### 5. Version Control Procedures

- **Document Identification:** Each document must have a unique identifier, version number, and date.
- **Version Updates:** Any changes to a document must be recorded with a new version number and change log entry detailing the modifications and the reason for them.
- **Access to Versions:** Ensure that all personnel have access to the current versions of documents necessary for their roles, while maintaining archives of previous versions for audit purposes.

### 6. Storage and Security

- **Electronic Storage:** Store documents in a secure, centralised electronic document management system that provides controlled access, backup, and recovery features.

- **Physical Storage:** Maintain physical documents in a secure environment with access limited to authorised personnel.
- **Data Protection:** Implement appropriate security measures to protect sensitive and confidential information from unauthorised access or breach.

**7. Access and Distribution**

- **Controlled Access:** Restrict document access to individuals based on their role and need to know.
- **Distribution Control:** Manage the distribution of documents to ensure that only the latest approved versions are in circulation.

**8. Document Retention and Disposal**

- **Retention Schedule:** Adhere to a documented retention schedule that complies with legal and regulatory requirements.
- **Secure Disposal:** When documents are no longer needed, dispose of them securely to prevent any potential misuse of information contained within them.

**9. Training and Awareness**

- **Staff Training:** Provide regular training to staff on document management practices and the importance of version control.
- **Awareness Programs:** Conduct awareness programs to reinforce the adherence to document management policies.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and aligned with current best practices and legal requirements. Adjustments will be made based on feedback and changes in operational needs.



## Student Records Management Policy

### 1. Purpose

The purpose of this policy is to ensure that HERC manages student records responsibly and in compliance with applicable privacy laws and regulations, ensuring that student information is protected, accurate, and accessible only to authorised personnel.

### 2. Scope

This policy applies to all student records created, stored, and maintained by HERC, including electronic and paper formats.

### 3. Policy Statement

HERC is committed to:

- Maintaining the confidentiality, integrity, and security of all student records.
- Ensuring that records are accurate, up-to-date, and only used for legitimate educational purposes.
- Providing students with access to their own records in accordance with legal requirements.

### 4. Creation of Records

- **Data Collection:** Collect student data at the point of enrolment and update it regularly throughout the student's tenure at the RTO.
- **Accuracy and Completeness:** Ensure that all records are complete and accurately reflect the student's academic history and personal information.

### 5. Storage of Records

- **Security Measures:** Implement appropriate security measures to protect records from unauthorised access, alteration, or destruction. This includes secure storage facilities and password-protected electronic systems.
- **Retention Periods:** Retain student records for a minimum period as required by law, after which they will be securely destroyed.

### 6. Access to Records

- **Student Access:** Students have the right to access their records upon request. HERC will provide access within a reasonable timeframe and may charge a fee to cover the costs of providing access.
- **Third-Party Access:** Access to student records by third parties will only be granted with the student's written consent or as required by law.

### 7. Amendment of Records

- **Correction of Errors:** Students can request corrections to their records if they believe information is incorrect or out of date. HERC will review and amend records as necessary.

- **Documentation of Amendments:** All requests for amendments and the outcomes of such requests will be documented in the student's file.

**8. Disposal of Records**

- **Secure Disposal:** When records are no longer required to be retained, they will be destroyed in a manner that maintains confidentiality, such as shredding physical documents and securely erasing electronic files.

**9. Training and Compliance**

- **Staff Training:** Provide regular training for staff on the importance of privacy and security practices related to student records.
- **Audit and Review:** Conduct regular audits to ensure compliance with this policy and all applicable laws.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and compliant with legal and regulatory changes. Feedback from staff and students will be considered during the review process.

## Workplace Health and Safety Policy

### 1. Purpose

The purpose of this policy is to ensure a safe and healthy work and learning environment for all students, staff, and visitors at HERC. This policy outlines the responsibilities and procedures for maintaining safety standards and responding to health and safety issues.

### 2. Scope

This policy applies to all students, staff, contractors, and visitors at HERC, covering all activities and operations within the organisation's facilities.

### 3. Responsibilities

- **Management:** Ensure that appropriate health and safety practices are established and followed, provide necessary training, and ensure compliance with relevant laws and regulations.
- **Staff:** Follow all safety guidelines, participate in safety training, and report any unsafe conditions or incidents.
- **Students:** Comply with all safety instructions and use safety equipment as required. Report any unsafe conditions to a staff member immediately.

### 4. Health and Safety Procedures

- **Risk Assessments:** Regular risk assessments will be conducted to identify potential hazards and implement appropriate control measures.
- **Training and Induction:** All new employees and students will receive health and safety training as part of their induction.
- **Emergency Procedures:** Clear procedures for handling emergencies, such as fires or other critical incidents, will be established and communicated to all personnel.

### 5. Accident and Incident Reporting

- **Immediate Reporting:** All accidents, incidents, and near misses must be reported immediately to the designated safety officer.
- **Investigation:** Investigations will be conducted to determine the cause of the incident and to prevent future occurrences.
- **Records:** Records of all reported incidents will be maintained and reviewed regularly to identify trends and areas for improvement.

### 6. Health and Safety Resources

- **Equipment and Facilities:** Adequate safety equipment and facilities will be provided and maintained, including first aid kits, fire extinguishers, and emergency exits.

- **Information Access:** Health and safety information, including manuals and guidelines, will be accessible to all employees and students.

**7. Monitoring and Review**

- **Regular Reviews:** Health and safety practices will be reviewed regularly to ensure their effectiveness and compliance with current legislation.
- **Continuous Improvement:** Feedback from staff and students will be encouraged and used to improve health and safety practices.

**8. Compliance with Legislation**

HERC is committed to complying with all relevant health and safety legislation and regulations to ensure the welfare of everyone in the organisation.

**9. Policy Enforcement**

Failure to comply with this policy may result in disciplinary action, up to and including termination of employment or expulsion from the institution, depending on the severity of the breach.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and up to date with health and safety standards and legislation. Feedback from stakeholders will be incorporated into the review process.

## Information Technology Policy

### 1. Purpose

The purpose of this policy is to outline the acceptable use of information technology (IT) resources at HERC. The computers, information and technology provided by HERC are considered corporate resources and are to be used in accordance with the guidelines as set out within this policy. This policy outlines the HERC approach for ensuring emails, internet and other electronic communication is properly used at all times to protect HERC from actions of fraud, error, defamation, discrimination, harassment and privacy violation.

### 2. Scope

This policy applies to all IT resources provided by HERC including computers, networks, email systems, digital resources, and internet access.

### 3. Definitions

**Information technology** - refers to anything related to computing technology, such as networking, hardware, software, the Internet, Moodle, email and social networking sites.

**Social networking site** – any website that enables users to create public profiles within that site and form relationships with other users of the site who access their profile.

### 4. Policy Statement

HERC is committed to:

- Providing reliable access to IT resources for educational purposes.
- Ensuring the security and integrity of its IT systems.
- Promoting responsible and ethical use of computers and networks.

### 5. Acceptable use of systems

All files must be accessed and saved according to the HERC Record Management Policy.

All electronic, information and technological resources provided by HERC are for business, or training and assessment use only. They are only to be used for the purpose of performing authorised lawful business activities. The downloading, viewing, distribution and/or copying of non-business material including but in no way limited to pornographic, offensive or discriminative material is strictly not permitted.

Should staff or students make incidental use of the email system to transmit personal messages, such messages shall be treated no differently from other messages and, as such, HERC reserves the right to access, copy or delete all such messages for any purpose and to disclose them to any party deemed appropriate by the system owner.

Personal use of email facilities shall not:

- Interfere with normal business activities;
- Involve any form of solicitation;

- Be associated with any for profit outside of business activity;
- Potentially embarrass or offend HERC or any staff member, student or Client;
- Break privacy, copyright or intellectual property laws.

## **6. Non-acceptable use of systems**

HERC will not tolerate the use of any of its electronic, information and technological resources for the sending, receiving or forwarding on of emails or communication which is:

- Defamatory in content;
- Discriminatory, racist or sexist;
- Abusive, obscene or where language content could be considered offensive;
- Sexually harassing;
- Pornographic; and/ or
- Junk-mail, such as chain letters and non-business graphics, audio and sound.

The opening of email attachments from untrusted or unknown sources is not permitted.

## **7. Emails**

Emails sent externally or internally are sent by an individual representing the company and should be treated in the same way as written correspondence. All outgoing emails must include salutations and a staff member's HERC signature including disclaimer, or a student's full name and group code (e.g EN2301TAS).

## **8. Monitoring**

- All messages and associated file attachments sent by employees and students of HERC are the property of HERC.
- HERC has the right to read, monitor, track, record, copy or delete the contents of a staff member's or student's mailbox at its discretion.
- HERC has the right to monitor, track, or record an individual's use of the Internet.

## **9. Liability**

- Comments that are not appropriate in the workplace are not appropriate on the email network.
- HERC understands that it may be liable for what its staff write in email messages.
- The audience of an email message may be unexpected and widespread. Staff and students must not assume that email messages are private or secret. Email messages can be easily copied, forwarded, saved, intercepted, archived and could be the subject of discovery if HERC is involved in litigation.
- All information stored in email accounts is considered to be 'documented' and therefore are discoverable in litigation. It is therefore the responsibility of every employee and student to refrain from using unnecessary or inappropriate messages on email.

## 10. Transmission of information

- The transmission of commercially confidential information to competitors, affiliates, other organisations and external entities or persons of HERC and its clients is not permitted.
- Only copyright material owned by, or licensed to, HERC should be published on a social media site. Where content that is not owned by HERC is to be used, a licence should be sought from the owner.

## 11. Security and Privacy

- **Password Protection:** Students and staff are required to use strong passwords and keep them confidential.
- **Monitoring:** HERC reserves the right to monitor IT resource usage to ensure compliance with this policy.
- **Data Protection:** Students and staff should take appropriate steps to secure personal data when using HERC's systems.

## 12. Resource Limits

- Students are allocated limited storage on network drives and must manage this space responsibly.
- All staff are required to store files as they are created and/or adjusted on the file server in the folder relevant to the quality area it relates to.
- All electronic folders include an Archive folder where non-current versions are to be stored as a new one becomes available.
- Staff are expected to ensure that the file server is kept up-to-date and accurate at all times and ensure compliance with the Document Development Policy and Version Control Guidelines at all times.

## 13. External social media services or applications

Content published on social networking sites external to HERC in a private capacity by staff and students may be publicly available on a permanent basis. Users therefore need to clearly indicate that the contribution is as a private individual and not as a representative of HERC.

## 14. Breaches of Policy

HERC is committed to the terms of this policy and will thoroughly investigate and deal with all incidents of breach of this policy, thus:

- If any person at HERC becomes aware of the misuse of email or the internet, that person should immediately report it to the Education Manager for investigation.
- If any person is offended, humiliated, intimidated or embarrassed by the use of an email or internet by other employees or students, that person should also report it to the Education Manager.

**Consequences of Misuse:** Violations of this policy may result in disciplinary action, including restriction of IT privileges, formal warnings, or other actions according to the HERC Student Behaviour and Discipline Policy.

**Incident Reporting:** Students are encouraged to report any misuse of IT resources or security breaches to the IT department immediately.

### 15. Support and Training

- **IT Support Services:** HERC provides IT support to assist students with technical issues related to the use of IT resources.
- **Training Programs:** Periodic training sessions on the safe and effective use of IT resources will be offered to students.

### 16. Review of Policy

This policy will be reviewed annually to ensure it remains effective and aligned with current technology and educational practices. Feedback from students and staff will be considered during the review process.



## Chapter 4: Training and Assessment

Trainers assigned to deliver training are qualified. The amount of training and mode of delivery is consistent with requirements.

## Attendance Policy

### 1. Purpose

The purpose of this policy is to outline the expectations and procedures for student attendance at HERC, ensuring that students meet the required attendance levels to successfully complete their courses.

### 2. Scope

This policy applies to all students enrolled in face-to-face courses at HERC and to all staff responsible for monitoring and recording student attendance.

### 3. Attendance Requirements

- **Minimum Attendance:** Students are required to attend at least 80% of scheduled classes or training sessions to meet course requirements.
- **Punctuality:** Students are expected to arrive on time for all classes and training sessions.
- **Absence Notification:** Students must notify the Student Support Team or their assessor in advance if they are unable to attend a scheduled class.

### 4. Recording Attendance

- **Attendance Records:** Attendance will be recorded for every scheduled class or training session by the assigned trainer or through an electronic attendance system.
- **Monitoring Attendance:** Attendance records will be regularly monitored to ensure students are meeting the required attendance levels.

### 5. Managing Absences

- **Authorised Absences:** Absences may be authorised in cases of illness, family emergency, or other valid reasons. Supporting documentation (e.g., medical certificate) may be required.
- **Unexplained Absences:** Unexplained or unauthorised absences will be followed up by the Student Support Team.
- **Excessive Absences:** Students with excessive absences will be required to meet with the Education Manager to discuss their attendance and any potential impact on their academic progress.

### 6. Attendance and Academic Progress

- **Impact on Progress:** Poor attendance may negatively impact a student's academic progress, as attendance is often closely linked to participation and engagement in learning activities.
- **Intervention Strategies:** Students with poor attendance may be offered intervention strategies, such as academic counselling or additional support services, to help them improve their attendance.

**7. Consequences of Non-Compliance**

- **Formal Warning:** Students who fail to meet attendance requirements may receive a formal warning.
- **Probation:** Continued failure to meet attendance requirements may result in academic probation.
- **Course Withdrawal:** As a last resort, students who do not comply with attendance requirements may be withdrawn from their course.

**8. Appealing Attendance Decisions**

Students have the right to appeal any decisions related to their attendance, following the procedures outlined in the HERC Complaints and Appeals Policy.

**9. Record Keeping**

Attendance records and any associated documentation will be maintained securely and in compliance with the HERC Student Records Management Policy.

**10. Review of Policy**

This policy will be reviewed annually to ensure its effectiveness in supporting student engagement and academic success. Feedback from students and staff will be considered during the review process.

## Academic Progress Policy

### 1. Purpose

The purpose of this policy is to outline the expectations, monitoring, and support mechanisms in place to ensure that students at HERC maintain satisfactory academic progress throughout their course of study.

### 2. Scope

This policy applies to all students enrolled in courses at HERC and to all staff responsible for monitoring and supporting student academic progress.

### 3. Academic Progress Requirements

- **Satisfactory Progress:** Students are expected to complete all assessments and achieve competency in each unit/module within the designated timeframe.
- **Minimum Achievement Levels:** Students must maintain a minimum academic achievement level as outlined in the course documentation (e.g., passing grades, attendance, participation).

### 4. Monitoring Academic Progress

- **Regular Assessments:** Academic progress is monitored through regular assessments, feedback from trainers, and student self-assessments.
- **Progress Reports:** Students receive progress reports during their training, outlining their performance and identifying any areas of concern as applicable.

### 5. Identifying At-Risk Students

- **Early Intervention:** Students who are identified as struggling to meet academic requirements are considered "at-risk" and are offered support services.
- **Indicators of Risk:** Indicators may include poor attendance to practical days, failure to submit assessments within a specific timeframe (e.g. 6 months for the HLTENN040 unit), low grades, or failure to achieve competency in a unit.

### 6. Support for At-Risk Students

- **Academic Counselling:** At-risk students are offered academic counselling to develop a personalised improvement plan.
- **Additional Support Services:** These may include tutoring, study skills workshops, and adjustments to the learning plan.
- **Review Meetings:** Regular review meetings with academic staff are held to track the progress of at-risk students and make necessary adjustments.

### 7. Consequences of Unsatisfactory Progress

- **Formal Warning:** Students who fail to make satisfactory progress despite intervention efforts may receive a formal warning.

- **Probation:** Continued failure to meet progress requirements may result in academic probation, with conditions set for continued enrolment.
- **Course Termination:** As a last resort, students who are unable to meet academic requirements may have their enrolment terminated.

**8. Appealing Academic Decisions**

Students have the right to appeal any decisions related to their academic progress, following the procedures outlined in the HERC Complaints and Appeals Policy.

**9. Record Keeping**

All records related to academic progress, including assessments, progress reports, intervention plans, and appeals, will be maintained securely and in compliance with the HERC Student Records Management Policy.

**10. Review of Policy**

This policy will be reviewed annually to ensure its effectiveness in supporting student academic success. Feedback from students and staff will be considered during the review process.

## Assessment Policy

### 1. Purpose

The purpose of this policy is to outline the principles and procedures for conducting assessments at HERC. The aim is to ensure that all assessments are fair, valid, reliable, and consistent with the standards required by the relevant training packages and qualifications.

### 2. Scope

This policy applies to all students, trainers, and assessors involved in the assessment process at HERC.

### 3. Assessment Principles

HERC adheres to the following assessment principles:

- **Fairness:** The assessment process is transparent, and students are informed about the assessment criteria and processes. Reasonable adjustments are made for students with special needs.
- **Validity:** Assessments measure what they claim to measure, ensuring that the competencies being assessed are those outlined in the training package.
- **Reliability:** Assessments are consistent across different assessors and over time, ensuring that the outcomes are dependable.
- **Flexibility:** Assessments are designed to accommodate the individual learning styles, needs, and contexts of students.

### 4. Assessment Methods

A variety of assessment methods may be used to ensure that students can demonstrate competency. These may include:

- Written tests and assignments
- Practical demonstrations
- Oral presentations
- Projects and case studies
- Workplace assessments

### 5. Assessment Process

The assessment process at HERC involves the following steps:

- **Step 1:** Development of assessment tools and criteria based on the requirements of the training package.
- **Step 2:** Communication of assessment requirements to students at the start of the course.
- **Step 3:** Conducting assessments in line with the principles of fairness, validity, reliability, and flexibility.
- **Step 4:** Providing timely and constructive feedback to students on their performance.

- **Step 5:** Recording assessment outcomes and ensuring secure storage of all assessment documentation as per the HERC Records Management policy and procedure.

### 6. Reasonable Adjustments

HERC is committed to making reasonable adjustments to assessment methods and processes to accommodate the needs of students with disabilities or special circumstances. These adjustments will be made without compromising the integrity of the assessment.

### 7. Reassessment and Appeals

Students who do not achieve a satisfactory outcome in an assessment are entitled to a reassessment. If a student is dissatisfied with the outcome of an assessment, they may appeal the decision through the HERC assessment appeals process.

### 8. Plagiarism and Academic Integrity

HERC has a zero-tolerance policy towards plagiarism and academic misconduct. Students are required to submit original work and appropriately reference all sources. Any breach of academic integrity will be dealt with in accordance with HERC's Academic Integrity Policy.

### 9. Record Keeping

All assessment documentation, including assessment tools, student submissions, feedback, and results, will be securely stored in accordance with HERC's Records Management Policy.

### 10. Monitoring and Review

This policy will be reviewed annually to ensure it remains effective and aligned with current best practices and regulatory requirements. Any updates will be communicated to all relevant stakeholders.

## Training and Assessment Standards Policy

### 1. Purpose

The purpose of this policy is to ensure that all aspects of training delivery, assessment, and documentation at HERC meet high standards of quality and compliance with regulatory requirements. This policy covers the responsibilities of staff, and third parties involved in these processes and ensures consistency and integrity in the administration of assessments.

### 2. Scope

This policy applies to all personnel involved in the delivery of training and administration of assessments at HERC, including RTO staff, third-party providers, and workplace supervisors involved in practical assessments.

### 3. Policy Statement

HERC commits to:

- Upholding the highest standards of training and assessment across all programs.
- Ensuring that assessment processes are fair, valid, reliable, and conducted as per the standards prescribed by the Australian Qualifications Framework (AQF).
- Maintaining accurate and secure documentation for all training and assessment activities.

### 4. Standards for Assessment Documentation

- **Record Keeping:** Maintain comprehensive records of all assessments, including student submissions, assessor notes, and outcomes.
- **Confidentiality and Security:** Ensure that all assessment documents are kept secure and confidential, accessible only to authorised personnel.
- **Compliance with Legislation:** All documentation practices must comply with relevant privacy and educational regulations.

### 5. Responsibilities of Training and Assessment Personnel

- **Trainers and Assessors:** Must possess the necessary qualifications and maintain currency in their vocational competencies, industry developments, and training and assessment qualifications.
- **Continuous Professional Development:** Regular training and professional development opportunities will be provided to keep skills and knowledge up-to-date.
- **Ethical Conduct:** Adhere to ethical standards in the delivery of training and administration of assessments, ensuring transparency and fairness.



**6. Third-Party Assessment Standards**

- **Agreements:** Formal agreements must be in place with third-party providers who conduct assessments on behalf of HERC, outlining roles, responsibilities, and compliance requirements.
- **Monitoring and Evaluation:** Regularly monitor and evaluate the performance of third-party assessors to ensure compliance with the RTO's standards and procedures.
- **Workplace Assessments:** Ensure that workplace assessments are conducted under suitable conditions that genuinely reflect industry standards and that assessors have direct access to view and evaluate the student's work.

**7. Compliance and Quality Assurance**

- **Audits and Reviews:** Conduct regular audits of training and assessment activities to ensure compliance with policy and regulatory standards.
- **Feedback Systems:** Implement feedback mechanisms to gather input from students, trainers, and third-party providers on the effectiveness of training and assessment practices.

**8. Policy Review**

This policy will be reviewed annually to ensure it remains effective and reflective of current educational practices and industry standards. Adjustments will be made based on feedback, audit outcomes, and changes in regulatory requirements.

## Transition and Teach-Out Policy

### 1. Purpose

The purpose of this policy is to establish a clear and structured approach for managing transitions and teach-outs when courses or training programs at HERC are phased out or significantly altered, ensuring that all students are fairly treated and provided with viable alternatives to complete their education.

### 2. Scope

This policy applies to all courses and programs offered by HERC that may be subject to cancellation, significant changes, or phasing out.

### 3. Definitions

- **Transition:** Changes to a course or program that do not require immediate cessation but involve significant modification to the curriculum or delivery.
- **Teach-out:** The process of providing continued instruction or services to students until they have completed their course or program, after the decision to phase out has been made.

### 4. Responsibilities

- **Management:** Oversee the implementation of transition and teach-out plans, ensuring compliance with regulatory requirements.
- **Academic Staff:** Assist in the development of teach-out plans and facilitate the smooth transition of students to new or alternate programs.
- **Student Support Team:** Provide advice and support to affected students throughout the transition or teach-out phase.

### 5. Planning for Transition and Teach-out

- **Early Identification:** Proactively identify courses or programs that may require transitioning or teach-out due to changes in demand, regulatory requirements, or other strategic reasons.
- **Stakeholder Communication:** Ensure that all stakeholders, including students, staff, and relevant authorities, are informed of potential changes as early as possible.
- **Teach-out Plans:** Develop comprehensive teach-out plans that detail the process for current students to complete their studies, including timelines, resources, and any alternative arrangements.

### 6. Student Options

- **Transfer Opportunities:** Provide options for students to transfer to other suitable programs within the RTO or to other institutions.
- **Refunds:** Outline the circumstances under which refunds will be granted if students choose not to continue their studies due to the transition.

- **Support Services:** Enhance support services to assist students in making decisions about their educational pathways.

**7. Record Keeping**

- **Documentation:** Maintain detailed records of all decisions and communications related to transition and teach-out phases.
- **Access to Records:** Ensure that students have access to their records to facilitate transfers or further education.

**8. Compliance with Regulations**

- **Regulatory Compliance:** Ensure that all transition and teach-out activities comply with relevant educational standards and regulatory requirements.
- **Accreditation:** Maintain accreditation standards throughout the teach-out period, ensuring that the quality of education provided remains high.

**9. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and responsive to the needs of students and the organization. Feedback from affected parties will be considered in making any adjustments.

## Plagiarism and Academic Misconduct Policy

### 1. Purpose

The purpose of this policy is to uphold the academic integrity of HERC by defining and addressing issues related to plagiarism and other forms of academic misconduct.

### 2. Scope

This policy applies to all students enrolled at HERC, as well as to all faculty and staff involved in academic assessment and instruction.

### 3. Definitions

- **Plagiarism:** The act of using someone else's work or ideas without proper attribution, passing them off as one's own.
- **Cheating:** The act of using unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication:** The falsification or invention of any information or citation in an academic exercise.
- **Collusion:** Unauthorized collaboration with another person in preparing academic assignments.

### 4. Prohibited Behaviours

This policy prohibits all forms of academic misconduct, including but not limited to:

- Copying from another student's work or allowing one's work to be copied.
- Using unauthorised aids during examinations.
- Submitting work prepared by someone else.
- Altering graded work after it has been returned, then submitting it for regrading.
- Presenting the same work for different assignments without authorisation.

### 5. Prevention and Education

- **Resources:** Educational resources will be available to students on proper citation techniques and academic writing skills.

### 6. Detection and Monitoring

- **Plagiarism Detection Software:** HERC utilises plagiarism detection software to monitor the originality of students' work.
- **Regular Audits:** Assignments and tests will be periodically audited for signs of misconduct.

### 7. Procedures for Handling Misconduct

- **Reporting:** Instances of suspected academic misconduct should be reported to the Education Manager or relevant authority within the RTO.

- **Investigation:** An investigation will be conducted to determine if misconduct has occurred.
- **Hearing:** If necessary, a hearing may be held to allow the student to respond to the allegations.
- **Sanctions:** Sanctions may include a formal warning, assignment resubmission, failing the assignment, failing the course, or expulsion.

**8. Rights of Accused Students**

Students accused of academic misconduct have the right to:

- Receive written notification of the allegations.
- Respond to the allegations in writing or through a hearing.
- Be represented or accompanied by a support person during the hearing.

**9. Appeals**

Students have the right to appeal decisions related to academic misconduct. Appeals must be submitted in writing within 5 business days of the decision to the HERC Education Manager.

**10. Record Keeping**

Records of all cases of academic misconduct and their resolutions will be securely maintained according to the HERC Student Records Management Policy.

**11. Review of Policy**

This policy will be reviewed annually to ensure its effectiveness in preventing and addressing academic misconduct. Feedback from faculty, staff, and students will be considered during the review process.

## Clinical/Work Placement Policy

### 1. Purpose

The purpose of this policy is to outline the standards and procedures for managing clinical or work placements for students at HERC. This policy ensures that all placements are conducted in a manner that promotes the highest level of educational benefit, while also ensuring the safety and well-being of the students and the quality of care provided to patients.

### 2. Scope

This policy applies to all students enrolled at HERC who are required to complete clinical or work placements as part of their training program in Tasmania.

### 3. Policy Statement

HERC is committed to:

- Providing structured, supervised, and safe clinical/work placements that meet the educational needs of students.
- Ensuring compliance with all relevant healthcare regulations, standards, and ethical guidelines.
- Collaborating with healthcare facilities to facilitate high-quality learning experiences.

### 4. Placement Arrangements

- **Selection of Facilities:** Clinical/work placements will be arranged with accredited healthcare facilities that meet the standards required for nursing education in Tasmania.
- **Placement Agreements:** Formal agreements will be established with all participating facilities, outlining the roles and responsibilities of the facility, the RTO, and the students.
- **Duration and Scheduling:** Placements will be scheduled in accordance with the curriculum requirements and the availability of suitable placement opportunities.

### 5. Student Preparation

- **Pre-Placement Orientation:** Students will receive comprehensive orientation covering the expectations, safety protocols, and professional conduct required during placements.
- **Health and Safety Requirements:** Students must comply with all health and safety requirements, including vaccinations, background checks, and any other prerequisites specified by the healthcare facilities.

### 6. Supervision and Support

- **Clinical Supervisors:** Students will be supervised by qualified nursing professionals who are registered and experienced in the relevant clinical area.
- **RTO Support:** HERC will provide ongoing support to students throughout their placements, including regular visits by HERC Clinical Facilitators to assess progress and address any concerns.

### 7. Assessment and Feedback

- **Performance Evaluation:** Students' performance will be evaluated against predefined criteria to assess their competency in clinical skills.
- **Feedback Mechanisms:** Students will receive regular feedback from their supervisors and will have the opportunity to discuss their learning experiences with HERC faculty to facilitate continuous improvement.

### 8. Issue Resolution

- **Handling of Issues:** A clear process for addressing issues or concerns that arise during placements will be established, including matters related to student performance, professional conduct, or conflicts at the placement site.
- **Escalation Procedures:** Procedures for escalating serious issues to higher authorities within the healthcare facility and the RTO will be clearly defined.

### 9. Policy Review

This policy will be reviewed annually to ensure it remains effective and aligned with current healthcare practices, educational standards, and legal requirements. Feedback from students, faculty, and healthcare partners will be incorporated into the review process.

## Immunisation Policy

### 1. Purpose

The purpose of this policy is to ensure that all students at HERC who are required to undertake placements in healthcare or community settings are appropriately immunised. This policy is designed to protect the health and safety of students, staff, patients, and community members.

### 2. Scope

This policy applies to all students enrolled in programs that require clinical or community placements as part of their training at HERC.

### 3. Policy Statement

HERC is committed to:

- Complying with public health guidelines and requirements for immunisations.
- Ensuring that students are aware of and fulfill their immunisation requirements prior to placement.
- Maintaining a safe learning environment for all students and the communities they serve.

### 4. Immunisation Requirements

- **Mandatory Immunisations:** Students must have up-to-date immunisations as recommended by public health authorities. These typically include vaccines for hepatitis B, influenza, tetanus, diphtheria, pertussis, measles, mumps, rubella, varicella (chickenpox), and possibly others depending on specific placement requirements.
- **Documentation:** Students must provide official documentation proving that they have received the required immunisations. Acceptable documents include immunisation records from healthcare providers or public health agencies.

### 5. Procedure for Immunisation Verification

- **Submission of Records:** Students are required to submit their immunisation records to HERC's Student Support Team prior to placement.
- **Verification Process:** The Student Support Team will verify the records to ensure compliance with the immunisation policy.
- **Record Keeping:** HERC will maintain confidential health records for all students, including details of their immunisations, in compliance with privacy laws.

### 6. Consequences of Non-Compliance



- **Restriction from Placement:** Students who fail to meet the immunisation requirements will not be allowed to participate in placement activities, which may delay or prevent completion of their program.
- **Opportunity to Comply:** HERC will provide opportunities for students to receive necessary immunisations if initially non-compliant.

**7. Exemptions and Accommodations**

- **Medical Exemptions:** Students with medical contraindications to immunisations must provide a doctor's note specifying the reasons. Alternative arrangements or accommodations will be considered on a case-by-case basis.
- **Religious or Philosophical Exemptions:** Students may apply for exemptions based on religious or philosophical beliefs but must comply with all legal and regulatory requirements for such exemptions.

**8. Communication and Education**

- **Information Sessions:** Conduct informational sessions or orientations to educate students about the importance of immunisations.
- **Resources and Support:** Provide resources and support for students to obtain required immunisations.

**9. Policy Review**

This policy will be reviewed annually to ensure it remains effective and aligned with current public health recommendations and legal requirements. Feedback from healthcare partners and changes in public health guidelines will inform any necessary updates.

## Chapter 5: Completion

Only students assessed as meeting course or training package requirements are issued with AQF certificates.

## Issuance of Qualifications and Statements of Attainment Policy

### 1. Purpose

The purpose of this policy is to ensure that HERC issues qualifications and statements of attainment to students in a consistent, accurate, and secure manner, in accordance with regulatory requirements and the Australian Qualifications Framework (AQF).

### 2. Scope

This policy applies to all qualifications and statements of attainment issued by HERC upon a student's successful completion of a nationally recognised training program or units of competency.

### 3. Policy Statement

HERC is committed to:

- Ensuring that all issued qualifications and statements of attainment are compliant with the AQF and relevant training package requirements.
- Providing clear and accurate documentation that reflects the achievements of students.
- Maintaining the integrity and security of the issuance process.

### 4. Eligibility for Issuance

- **Completion Requirements:** Students must meet all academic and administrative requirements of their course or training program to be eligible for the issuance of qualifications or statements of attainment.
- **Verification of Identity:** Students may be required to provide suitable identification to verify their identity prior to the issuance of any documents.

### 5. Procedures for Issuance

- **Processing Time:** The issuance process will be completed within 30 days from the time a student is marked completed by the HERC Education Manager.
- **Documentation Accuracy:** All documents will be checked for accuracy before issuance, including the correct spelling of student names and correct course details.

### 6. Security Measures

- **Document Control:** Implement strict control measures to ensure the security of blank and completed certificates and statements.
- **Anti-Fraud Measures:** Utilise security features such as watermarks or special printing techniques to prevent unauthorised reproduction of documents.

### 7. Record Keeping

- **Archiving Records:** Maintain electronic and/or physical archives of all issued qualifications and statements for a minimum of 30 years.

- **Access to Records:** Ensure secure access to these records for verification and auditing purposes.

## 8. Revocation or Reissuance

### Errors or Omissions:

- **Procedure for Correction:** If an error or omission is identified in a qualification or statement of attainment after it has been issued, HERC will promptly initiate a procedure to revoke the incorrect document and reissue a corrected version. This process involves:
  - The student or recipient reporting the error to the registrar or designated administrative office.
  - The submission of the incorrect document, if possible, along with documented proof of the correct information (e.g., enrolment records or identity verification documents).
  - The issuance of a corrected document within 14 working days from the validation of the claim.
- **Notification:** The student and relevant educational or accrediting bodies will be notified of the revocation and the reason for reissuance to maintain transparency and integrity in the certification process.

### Lost or Damaged Documents:

- **Procedure for Replacement:** Students who need to replace a lost or damaged qualification or statement of attainment can apply for a reissuance by:
  - Completing a specified form available from HERC's administration office or website.
  - Paying a nominal fee to cover the administrative and production costs associated with the reissuance of the document.
  - Providing proof of identity and, if possible, proof of the original issuance (e.g., a copy of the lost or damaged document, records of issuance from the RTO's database).
- **Security Measures:** To prevent fraud, each reissued document will carry a notation indicating that it is a replacement, along with the date of reissuance. Additional security features may be included to distinguish originals from reissued documents.

### Fraudulent Claims

- **Detection and Action:** HERC will actively monitor for fraudulent claims for revocation or reissuance. Any suspected fraudulent activity will be investigated, and appropriate legal action may be taken against individuals attempting to deceive the process.
- **Preventive Measures:** Regular audits and reviews of the revocation and reissuance process will be conducted to identify and mitigate risks of fraud.

**9. Compliance with Legislation**

- **Regulatory Compliance:** Ensure all practices related to the issuance of qualifications and statements of attainment comply with relevant legislation and standards.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and compliant with legal and educational standards. Feedback from the process will be considered during the review.

## Course Completion Policy

### 1. Purpose

The purpose of this policy is to define the criteria and procedures for students to successfully complete their courses and the conditions under which they may graduate from HERC. This policy ensures that all graduates have met the required standards of performance and learning outcomes.

### 2. Scope

This policy applies to all courses offered by HERC that lead to a qualification or statement of attainment recognised under the Australian Qualifications Framework (AQF).

### 3. Policy Statement

HERC is committed to:

- Ensuring that all course completion and graduation requirements are clear, equitable, and consistently applied.
- Providing students with all necessary support and resources to achieve their educational goals.
- Recognising and certifying the achievement of students in a timely manner.

### 4. Criteria for Course Completion

- **Academic Requirements:** Students must complete all required assessments and assignments to a satisfactory standard, as outlined in their course syllabi.
- **Attendance Requirements:** Students must meet the minimum attendance requirements specified for their course, where applicable.
- **Financial Obligations:** All tuition and associated fees must be settled in full prior to the issuance of final qualifications.

### 5. Graduation Eligibility

- **Verification Process:** Conduct a thorough review of each student's academic records to verify that all course completion criteria have been met.
- **Notification:** Inform eligible students of their pending graduation and provide details regarding graduation ceremonies and certificate issuance if applicable.

### 6. Issuance of Qualifications

- **Certificates and Statements:** Issue AQF qualifications and statements of attainment to students who have met all course completion criteria.
- **Records:** Maintain accurate and secure records of all issued qualifications in compliance with regulatory requirements.

### 7. Appeals and Grievances

- **Process for Appeals:** Allow students to appeal completion eligibility decisions if they believe an error has been made in the determination of their completion status.
- **Resolution:** Ensure that there is a clear, fair, and expedient process for resolving such appeals.

### 8. Continuous Improvement

- **Feedback and Evaluation:** Regularly collect and analyse feedback from graduates and staff to improve the course completion process.
- **Updates to Policy:** Review and update this policy as necessary to reflect best practices and the evolving needs of students.

### 9. Review of Policy

This policy will be reviewed annually to ensure it remains effective and compliant with educational standards and regulations. Adjustments will be made based on stakeholder feedback and changes in regulatory requirements.

## Chapter 6: Regulatory Compliance and Governance



## Privacy and Confidentiality Policy

### 1. Purpose

The purpose of this policy is to ensure that all personal and sensitive information collected, stored, and used by HERC is handled in accordance with privacy laws and best practices to protect the privacy rights of students, staff, and other stakeholders.

### 2. Scope

This policy applies to all personal and sensitive information handled by HERC, including information related to students, employees, and other individuals associated with the organisation.

### 3. Definitions

- **Personal Information:** Any information that can be used to personally identify an individual.
- **Sensitive Information:** Information relating to a person's racial or ethnic origin, political opinions, religious beliefs, health information, or other sensitive data.

### 4. Collection of Information

- **Lawful and Fair Collection:** Information will be collected in a lawful and fair manner and only when necessary for the operations of HERC.
- **Consent:** Where possible, consent will be obtained before any personal or sensitive information is collected.

### 5. Use and Disclosure of Information

- **Purpose of Use:** Information will only be used or disclosed for the purposes for which it was collected, unless consent has been obtained for other uses.
- **Confidentiality:** HERC will not disclose personal or sensitive information to third parties without the consent of the individual, except where required by law.

### 6. Data Security

- **Protection Measures:** Adequate security measures will be implemented to protect personal and sensitive information from unauthorized access, modification, or disclosure.
- **Data Breach Response:** A clear procedure is in place for responding to data breaches, including notifying affected individuals and relevant authorities where appropriate.

### 7. Access to Information

- **Individual Access:** Individuals have the right to access their personal information held by HERC and request corrections to any inaccurate data.

- **Procedure for Access:** Procedures for requesting access to or correction of personal information will be clearly outlined and communicated.

**8. Training and Awareness**

- **Staff Training:** All staff handling personal or sensitive information will receive training on privacy and confidentiality policies and procedures.
- **Awareness Programs:** Regular awareness programs will be conducted to keep staff updated on privacy practices.

**9. Compliance Monitoring**

- **Regular Audits:** Regular audits will be conducted to ensure compliance with this policy and to identify and rectify any issues.
- **Complaints Handling:** A mechanism for handling complaints related to privacy and confidentiality will be established.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains compliant with relevant laws and effective in protecting personal and sensitive information. Feedback from stakeholders will be considered during the review process.

## Student Feedback Policy

### 1. Purpose

The purpose of this policy is to establish a framework for collecting, analysing, and responding to student feedback at HERC. This policy supports continuous improvement in the educational experience and services provided, ensuring that student insights directly contribute to the development and enhancement of the RTO.

### 2. Scope

This policy applies to all forms of feedback received from students, including formal surveys, informal comments, suggestion boxes, and online forums, covering all aspects of the educational and administrative services provided by HERC.

### 3. Policy Statement

HERC is committed to:

- Actively seeking student feedback on a regular basis.
- Ensuring that all feedback is considered respectfully and confidentially.
- Using feedback to drive improvements in course content, teaching methods, facilities, and administrative services.

### 4. Feedback Collection Methods

- **Surveys:** Conduct regular surveys to gather structured feedback on various aspects of the student experience.
- **Focus Groups:** Organise focus group sessions to collect in-depth qualitative data on specific topics of interest.
- **Suggestion Boxes:** Maintain physical and digital suggestion boxes to allow students to provide spontaneous feedback.

### 5. Feedback Processing

- **Recording and Compilation:** Ensure all feedback is recorded and compiled systematically to facilitate analysis.
- **Analysis:** Analyse feedback to identify trends, opportunities for improvement, and areas of concern.
- **Reporting:** Prepare reports summarising feedback outcomes and proposed actions for management review.

### 6. Responsiveness to Feedback

- **Action Plans:** Develop action plans based on feedback, specifying tasks, responsible persons, and timelines for implementation.
- **Communication:** Inform students about how their feedback has contributed to changes and improvements. This communication should be clear, timely, and transparent.

**7. Training and Support**

- **Staff Training:** Provide training for staff on effective feedback collection, analysis, and responsive action planning.
- **Support for Students:** Offer guidance to students on how to provide constructive feedback.

**8. Confidentiality and Ethics**

- **Privacy:** Maintain the confidentiality of feedback providers unless they have explicitly agreed to disclose their identity.
- **Ethical Considerations:** Handle all feedback ethically, ensuring that no student is disadvantaged or discriminated against based on their feedback.

**9. Monitoring and Review**

- **Regular Review:** Regularly review the effectiveness of the feedback mechanisms and make adjustments as necessary.
- **Policy Updates:** Update this policy periodically to reflect best practices and the evolving needs of students and the organisation.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and aligned with the goals of enhancing student satisfaction and educational quality. Feedback from stakeholders, including students and staff, will be considered during the review.

## Industry Engagement Policy

### 1. Purpose

The purpose of this policy is to outline the framework and guidelines for actively engaging with industry partners to enhance the educational, training, and employment outcomes for students at HERC. This policy aims to foster strong industry relationships that support the delivery of current, relevant, and high-quality training programs.

### 2. Scope

This policy applies to all activities undertaken by HERC that involve interaction with external industry partners, including but not limited to consultation, collaborative training initiatives, work placements, and advisory committees.

### 3. Policy Statement

HERC is committed to:

- Developing and maintaining effective partnerships with industry stakeholders.
- Ensuring that training programs are aligned with current industry standards and labour market needs.
- Engaging industry experts in the development, delivery, and assessment of training programs.

### 4. Partnership Development

- **Identifying Partners:** Proactively identify potential industry partners who can contribute to the vocational outcomes of the training programs.
- **Partnership Agreements:** Formalise partnerships through written agreements that outline the roles, responsibilities, and mutual benefits for both the RTO and the industry partners.
- **Ongoing Communication:** Maintain regular communication with industry partners to ensure the partnership remains effective and mutually beneficial.

### 5. Role of Industry in Training and Assessment

- **Curriculum Development:** Collaborate with industry partners to ensure that course content is relevant and up to date with current practices and technologies.
- **Guest Lectures and Workshops:** Invite industry experts to deliver guest lectures, workshops, or seminars to enrich the learning experience.
- **Assessment Involvement:** Engage industry practitioners in the assessment process to ensure it meets professional and operational standards.

### 6. Work-Based Learning

- **Placement Opportunities:** Facilitate work placements in collaboration with industry partners to provide practical experience and enhance employment outcomes.
- **Supervision and Support:** Ensure adequate supervision and support are provided to students during their placements, and that placements comply with all relevant workplace laws and regulations.

**7. Feedback and Continuous Improvement**

- **Feedback Mechanisms:** Implement mechanisms to regularly gather feedback from industry partners on the relevance and effectiveness of training programs.
- **Review and Adaptation:** Use feedback to continuously improve training programs, aligning them more closely with industry needs and trends.

**8. Monitoring and Reporting**

- **Performance Metrics:** Establish metrics to evaluate the effectiveness of industry engagement activities and their impact on student outcomes.
- **Regular Reporting:** Report on industry engagement activities and outcomes to the governing body of the RTO (ASQA) and other stakeholders.

**9. Policy Review**

This policy will be reviewed annually to ensure it remains effective and relevant to the needs of both the RTO and industry partners. The review will incorporate feedback from stakeholders and adapt to changes in the industry landscape.

## Continuous Improvement Policy

### 1. Purpose

The purpose of this policy is to ensure that HERC continually improves its services, processes, and performance to meet and exceed the requirements of stakeholders and regulatory standards.

### 2. Scope

This policy applies to all programs, services, and operations within HERC, encompassing all staff and areas of service delivery.

### 3. Policy Statement

HERC is committed to:

- Regularly evaluating and enhancing educational and operational practices to ensure quality and effectiveness.
- Encouraging feedback from students, staff, and other stakeholders as essential inputs for improvement.
- Utilising evidence-based practices to inform changes and innovations.

### 4. Responsibilities

- **Senior Management:** Oversee the implementation of continuous improvement processes and ensure resources are available.
- **Staff:** Participate in training and development activities, contribute to the review processes, and implement improvement strategies in their areas.
- **Quality Assurance Team:** Coordinate the collection of feedback, manage data analysis, and report on findings to management.

### 5. Continuous Improvement Processes

- **Data Collection:** Systematic collection of data from various sources, including student feedback, staff input, and performance metrics.
- **Analysis and Evaluation:** Regular analysis of collected data to identify trends, strengths, weaknesses, and areas for improvement.
- **Action Planning:** Development of action plans based on analysis, aimed at enhancing quality and effectiveness across services and processes.
- **Implementation:** Execution of improvement plans and monitoring of their effectiveness in achieving the desired outcomes.
- **Review and Adjustment:** Regular reviews of improvements to assess their impact and make necessary adjustments.

### 6. Feedback Mechanisms

- **Internal Feedback:** Mechanisms for staff to contribute ideas and suggestions for improvements.

- **External Feedback:** Channels for receiving feedback from students and other stakeholders, such as surveys, focus groups, and forums.

**7. Training and Development**

- **Ongoing Training:** Provision of training and development opportunities for staff to support the continuous improvement culture.
- **Skill Development:** Programs designed to enhance the skills and knowledge of staff, particularly in areas identified as needing improvement.

**8. Documentation and Record Keeping**

- **Documenting Improvements:** All changes and outcomes from the continuous improvement process will be documented and stored in a central database.
- **Accessibility:** Documentation will be accessible to relevant stakeholders for review and compliance purposes.

**9. Review of Policy**

This policy will be reviewed annually to ensure it remains relevant and effective in promoting continuous improvement within HERC. Feedback from the review process will be incorporated into future iterations of the policy.



## Risk Management Policy

### 1. Purpose

The purpose of this policy is to establish a systematic approach to risk management at HERC. This policy aims to identify, assess, and mitigate risks that could impact the RTO's operations, reputation, safety, and compliance with regulatory requirements.

### 2. Scope

This policy applies to all aspects of the RTO's operations, including but not limited to financial, operational, strategic, technological, and compliance risks.

### 3. Policy Statement

HERC is committed to:

- Implementing an effective risk management framework that aligns with industry best practices and regulatory requirements.
- Proactively identifying potential risks and implementing appropriate measures to mitigate them.
- Ensuring all staff are aware of their roles in risk management and are trained in identifying and responding to risks appropriately.

### 4. Risk Identification

- **Regular Assessments:** HERC conduct regular risk assessments to identify potential risks associated with all areas of the RTO's operations.
- **Stakeholder Input:** HERC engage with stakeholders, including staff, students, and partners, to identify risks from multiple perspectives.

### 5. Risk Analysis and Evaluation

- **Risk Prioritisation:** Analyse identified risks to determine their potential impact and likelihood. Prioritise risks to ensure that resources are allocated effectively to manage risks that pose the greatest threat.
- **Risk Register:** Maintain a risk register that documents all identified risks, their analysis, and control measures.

### 6. Risk Control and Mitigation

- **Preventive Measures:** Implement preventive measures to reduce the likelihood of risks occurring.
- **Mitigation Strategies:** Develop strategies to minimise the impact of risks should they materialise.
- **Emergency Procedures:** Establish and maintain emergency procedures for managing acute risks that could have immediate impacts.

### 7. Roles and Responsibilities

- **Risk Management Officer:** HERC have an appointed Risk Management Officer who is responsible for overseeing the implementation of the risk management policy and coordinating risk management activities.
- **Staff Responsibilities:** Clearly define the responsibilities of all staff members in identifying and managing risks.

**8. Training and Awareness**

- **Risk Management Training:** HERC provide regular training for staff on risk management principles and practices.
- **Awareness Campaigns:** HERC conduct awareness campaigns to ensure that all staff understand their role in risk management and are familiar with the risk management policy.

**9. Monitoring and Review**

- **Regular Reviews:** HERC regularly review and update the risk management framework to ensure it remains effective and relevant.
- **Audit and Feedback:** HERC conduct audits of risk management practices and incorporate feedback from these audits to improve the policy.

**10. Policy Review**

This policy will be reviewed annually or following significant changes to operations or external conditions that could affect risk factors. The review will consider the effectiveness of the policy and any changes needed to improve risk management practices.

## Equal Opportunity and Diversity Policy

### 1. Purpose

The purpose of this policy is to affirm HERC's commitment to promoting an inclusive environment that values diversity and ensures equal opportunities for all students, staff, and stakeholders, irrespective of their background.

### 2. Scope

This policy applies to all aspects of employment and education at HERC, including recruitment, selection, training, promotion, and student admissions.

### 3. Policy Statement

HERC is committed to:

- Promoting equality of opportunity and diversity within the workplace and educational settings.
- Preventing any form of discrimination or harassment based on race, gender, sexual orientation, age, disability, religion, or any other status protected by law.
- Creating a supportive and inclusive culture that respects and values individual differences.

### 4. Responsibilities

- **Management:** Ensure that this policy is implemented effectively and that all staff are aware of their responsibilities.
- **Employees and Students:** Comply with the policy and respect the rights of others.
- **Human Resources:** Monitor the policy's implementation and deal with any grievances.

### 5. Implementation Strategies

- **Training Programs:** Implement training programs to educate staff and students about diversity, inclusion, and anti-discrimination practices.
- **Review Processes:** Regularly review HR and educational practices to ensure they are free of bias and promote diversity.
- **Support Networks:** Establish support networks and services for diverse groups within the RTO.

### 6. Grievance Procedures

- **Reporting Mechanisms:** Provide clear mechanisms for reporting discrimination or harassment.
- **Investigation:** Ensure that all complaints are investigated promptly and impartially.

- **Resolution:** Take appropriate action to resolve issues and prevent their recurrence.

**7. Monitoring and Review**

- **Data Collection:** Collect and analyse data regarding the effectiveness of diversity initiatives.
- **Feedback Mechanisms:** Encourage feedback from staff and students on the policy and its implementation.
- **Policy Updates:** Regularly update the policy to reflect new legal requirements and best practices.

**8. Commitment to Continuous Improvement**

HERC is dedicated to continuously improving its practices to enhance equality and diversity across all operations.

**9. Compliance with Legislation**

This policy will be compliant with all relevant laws and regulations governing equal opportunity and anti-discrimination.

## Aboriginal and Torres Strait Islander Engagement Policy

### 1. Purpose

The purpose of this policy is to affirm HERC's commitment to the inclusion, support, and advancement of Aboriginal and Torres Strait Islander peoples. This policy outlines our dedication to culturally sensitive engagement, education, and employment practices.

### 2. Scope

This policy applies to all aspects of HERC's operations, including student recruitment, staff employment, curriculum development, community engagement, and organisational governance.

### 3. Policy Statement

HERC is committed to:

- Recognising, respecting, and promoting the rights, history, and cultures of Aboriginal and Torres Strait Islander peoples.
- Providing equitable access to education and employment opportunities.
- Ensuring that our training and employment practices are culturally appropriate and supportive.

### 4. Cultural Awareness and Competency

- **Training:** All staff and students at HERC participate in cultural competency training to better understand, respect, and engage with Aboriginal and Torres Strait Islander cultures.
- **Curriculum Inclusion:** HERC incorporate Aboriginal and Torres Strait Islander histories, cultures, and perspectives into applicable courses and curricula to enhance all students' educational experience.

### 5. Support for Aboriginal and Torres Strait Islander Students

- **Support Services:** HERC provide culturally appropriate support services, including mentoring, counselling, and academic assistance, tailored to the needs of Aboriginal and Torres Strait Islander students.

### 6. Employment and Career Development

- **Recruitment Strategies:** HERC aim to develop targeted recruitment strategies to increase the employment of Aboriginal and Torres Strait Islander peoples within our business.
- **Career Development:** HERC provide opportunities for career advancement and professional development for Aboriginal and Torres Strait Islander staff to foster a representative and inclusive workforce.

### 7. Community Engagement and Partnerships

- **Collaboration:** HERC collaborate with Tasmanian Aboriginal and Torres Strait Islander communities and organisations to ensure the RTO's initiatives are aligned with community needs and aspirations.
- **Partnership Agreements:** HERC aim to establish formal agreements with community groups to facilitate mutual learning and support, and to promote sustainable community development.

**8. Monitoring and Reporting**

- **Performance Metrics:** HERC develop and monitor performance metrics to assess the effectiveness of the RTO's engagement strategies with Aboriginal and Torres Strait Islander communities.
- **Annual Reporting:** HERC include updates on Aboriginal and Torres Strait Islander engagement in the RTO's annual reports to ensure transparency and accountability.

**9. Policy Review**

This policy will be reviewed every two years, or as needed, to ensure it remains effective and responsive to the needs of Aboriginal and Torres Strait Islander communities. The review will consider feedback from community consultations and the latest developments in national policies concerning Aboriginal and Torres Strait Islander peoples.

## Sustainability Policy

### 1. Purpose

The purpose of this policy is to outline the commitment of HERC to sustainability and environmental responsibility in its operations, education, and community engagement. This policy aims to guide the RTO's efforts in reducing environmental impact and promoting sustainable practices among staff and students.

### 2. Scope

This policy applies to all aspects of the RTO's operations, including facilities management, procurement, waste management, energy use, and educational programming.

### 3. Policy Statement

HERC is committed to:

- Reducing its environmental footprint through efficient use of resources and sustainable practices.
- Educating and engaging staff and students in sustainability initiatives.
- Continuously improving its environmental performance.

### 4. Sustainability Goals

- **Energy Efficiency:** Implement measures to reduce energy consumption and increase the use of renewable energy sources.
- **Waste Reduction:** Promote recycling and waste reduction initiatives across all areas of the RTO.
- **Sustainable Procurement:** Ensure that procurement policies favour environmentally friendly products and services.

### 5. Responsibilities

- **Management:** Ensure the integration of sustainability into strategic planning and operations.
- **Staff:** Participate in sustainability training and incorporate sustainable practices into their daily activities.
- **Sustainability Officer:** Oversee the implementation of the sustainability policy and report on progress.

### 6. Educational Programs

- **Curriculum Integration:** Include sustainability topics in relevant courses to educate students about environmental issues and sustainable practices.
- **Student Engagement:** Encourage student involvement in sustainability projects and initiatives.

**7. Monitoring and Reporting**

- **Performance Indicators:** Develop and monitor key performance indicators related to energy consumption, waste reduction, and other sustainability metrics.
- **Regular Reporting:** Produce regular reports on the RTO's sustainability performance to inform stakeholders and guide further improvements.

**8. Community and Industry Engagement**

- **Partnerships:** Establish partnerships with local businesses and community organisations to support and promote sustainability efforts.
- **Public Events:** Host and participate in events that promote sustainability within the community.

**9. Continuous Improvement**

- **Feedback Mechanisms:** Implement mechanisms for staff and students to contribute ideas for improving sustainability practices.
- **Policy Updates:** Regularly review and update the sustainability policy to reflect new technologies, practices, and regulatory changes.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and reflects best practices in sustainability. Adjustments will be made based on operational experience and stakeholder feedback.



## Third-Party Arrangements Policy

### 1. Purpose

The purpose of this policy is to outline the standards and procedures for managing and monitoring third-party arrangements involving HERC, ensuring that all partnerships and subcontracting relationships uphold the quality and integrity of the educational services provided.

### 2. Scope

This policy applies to all third-party agreements and relationships where another entity provides services on behalf of HERC, including but not limited to education delivery, student recruitment, and support services.

### 3. Policy Statement

HERC is committed to:

- Ensuring that all third-party arrangements comply with relevant regulatory requirements and align with the RTO's standards and values.
- Conducting thorough due diligence before entering into any agreements.
- Regularly monitoring and evaluating the performance of third parties to ensure compliance and quality.

### 4. Establishing Third-Party Agreements

- **Selection Process:** Implement a rigorous selection process that includes assessment of the third party's capabilities, reputation, and alignment with HERC's mission and educational goals.
- **Contractual Agreements:** Ensure that all agreements are formalised in written contracts that clearly define roles, responsibilities, expectations, and terms of engagement.

### 5. Management of Third-Party Relationships

- **Oversight and Support:** Assign a designated staff member to oversee each third-party relationship, providing guidance and support as needed.
- **Communication:** Maintain regular communication with third parties to discuss operational issues, feedback, and improvements.

### 6. Monitoring and Evaluation

- **Performance Reviews:** Conduct regular reviews of third-party performance against agreed-upon metrics and standards.
- **Site Visits:** Where applicable, conduct site visits to audit activities and ensure services are being delivered appropriately.

### 7. Compliance and Quality Assurance

- **Compliance Checks:** Regularly verify that third parties are compliant with all relevant laws and educational standards.
- **Quality Control Measures:** Implement quality control measures to ensure that the services provided meet HERC's standards.

**8. Training and Development**

- **Third-Party Training:** Provide training to third parties to ensure they understand HERC's policies, procedures, and quality expectations.
- **Continuous Improvement:** Encourage and support third parties in continual improvement processes.

**9. Handling of Breaches**

- **Breach Procedures:** Establish clear procedures for handling breaches of contract, including escalation processes and potential termination of the agreement.
- **Remedial Actions:** Outline potential remedial actions to rectify any breaches, ensuring minimal disruption to student services.

**10. Review of Policy**

This policy will be reviewed annually to ensure it remains effective and aligned with HERC's strategic objectives and compliance obligations. Feedback from stakeholders and review findings will be incorporated into policy updates.

## Mandatory Reporting Requirements Policy

### 1. Purpose

The purpose of this policy is to define the obligations of nursing professionals and educators at HERC to comply with the mandatory reporting requirements set forth by the Australian Health Practitioner Regulation Agency (AHPRA). This policy ensures that all notifiable conduct by nursing professionals is reported to uphold the safety, integrity, and professionalism of the nursing practice.

### 2. Scope

This policy applies to all nursing staff and educators within HERC, including full-time, part-time, and visiting professionals who are registered with AHPRA.

### 3. Policy Statement

HERC is committed to:

- Ensuring the health and safety of the public by maintaining high ethical and professional standards in nursing.
- Supporting nursing staff and educators in understanding their mandatory reporting obligations to AHPRA.
- Facilitating an environment that encourages compliance with regulatory requirements and professional responsibility.

### 4. Notifiable Conduct

- **What to Report:** As mandated by AHPRA, notifiable conduct includes:
  - Practicing while intoxicated by alcohol or drugs.
  - Sexual misconduct connected to the practice.
  - Placing the public at significant risk of harm due to an impairment.
  - Placing the public at significant risk of harm due to a significant departure from accepted professional standards.
- **Identification of Notifiable Conduct:** HERC provide training and guidelines to help staff identify behaviours that constitute notifiable conduct as defined by AHPRA.

### 5. Reporting Procedures

- **Immediate Action:** If a staff member observes or becomes aware of notifiable conduct, they must report it to AHPRA immediately as per legal and ethical obligations.
- **Internal Reporting:** Additionally, such conduct should be reported internally according to HERC's procedures to ensure appropriate support and action can be taken to mitigate risks.
- **Documentation:** Ensure thorough documentation of the incident, including the details of the conduct, actions taken, and communications with AHPRA.

**6. Support and Training**

- **Training Programs:** HERC provide regular training sessions to ensure that all nursing staff are aware of their reporting obligations and understand how to handle incidents of notifiable conduct.
- **Supportive Measures:** HERC offer support to staff involved in reporting notifiable conduct, including legal advice and counselling services, if necessary.
- **Protective Measures:** HERC ensures that all staff members who report suspicions of abuse or neglect in good faith will be protected from retaliation, discrimination, or disciplinary action as per the Whistleblower protections under Tasmanian law.

**7. Confidentiality**

- **Maintaining Confidentiality:** HERC maintain the confidentiality of the information, ensuring that it is shared only with those legally responsible for investigating the matter.

**8. Policy Review**

This policy will be reviewed annually or following significant changes in AHPRA guidelines or relevant legislation. The review will ensure the policy remains effective, relevant, and compliant with current laws and regulations.

## Drug and Alcohol Student Policy

### 1. Purpose

The purpose of this policy is to outline the expectations and regulations regarding the use of drugs and alcohol among students at HERC. This policy promotes a safe, healthy, and productive educational environment for all students and staff.

### 2. Scope

This policy applies to all students enrolled at HERC, both on and off campus, during academic activities, placements, and at any RTO-sponsored events.

### 3. Policy Statement

HERC is committed to:

- Maintaining a learning environment free from the impacts of drug and alcohol abuse.
- Supporting the health and well-being of all students.
- Complying with all applicable laws regarding the possession, use, and distribution of alcohol and illicit drugs.

### 4. Prohibitions

- **Illegal Drugs:** The use, possession, distribution, or sale of illegal drugs is prohibited on all RTO premises and at any RTO-related event.
- **Alcohol:** The use, possession, or distribution of alcohol is prohibited on RTO premises unless specifically permitted by HERC for approved events. Underage drinking is strictly prohibited.
- **Impairment:** Students must not be under the influence of alcohol or illegal drugs during academic activities, placements, or any RTO-related functions.

### 5. Enforcement and Disciplinary Actions

- **Enforcement:** HERC will enforce this policy through random checks, reports from staff, or complaints from peers.
- **Disciplinary Actions:** Violations of this policy may result in disciplinary action, which may include warnings, mandatory counselling, suspension, or expulsion, depending on the severity of the offense.
- **Legal Consequences:** Students may also face legal penalties according to state and federal laws.

### 6. Support and Resources

- **Counselling and Rehabilitation Services:** HERC offer access to counselling and support services for students struggling with substance abuse issues.
- **Confidentiality:** All discussions and treatment related to personal substance use issues will be handled confidentially to the extent permitted by law.

**7. Policy Review**

This policy will be reviewed annually to ensure it remains effective and responsive to the needs of the community and compliant with legal standards. Revisions will be made based on the effectiveness of the policy and changes in law or community standards.

## Hiring, Orientation and Development of Education Staff

### 1. Purpose

The purpose of this policy is to ensure that all educational staff involved in teaching Enrolled Nurses at HERC are appropriately qualified Registered Nurses, hold a Certificate IV in Training and Assessment (TAE40116), and meet the Australian Skills Quality Authority (ASQA) standards for trainers and assessors. This policy facilitates the recruitment, orientation, and professional development of staff to maintain high-quality education and compliance.

### 2. Scope

This policy applies specifically to staff involved in the training and assessment of Enrolled Nurses at HERC, ensuring that all educators are Registered Nurses with the required qualifications and training credentials mandated by ASQA.

### 3. Policy Statement

HERC commits to recruiting and maintaining a faculty of Registered Nurses who are not only experts in their field but also qualified educators holding a Certificate IV in Training and Assessment. This commitment supports the delivery of high-standard nursing education and compliance with regulatory frameworks.

### 4. Recruitment and Hiring

- **Qualification Requirements:** All educational staff must be Registered Nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), and must hold a current Certificate IV in Training and Assessment.
- **Recruitment Process:** The recruitment process includes targeted selection methods to assess both clinical competency and pedagogical skills. This includes verification of AHPRA registration and TAE40116 certification, structured interviews, and practical teaching demonstrations.
- **Selection Criteria:** Candidates are evaluated based on their nursing experience, educational background, commitment to patient care, and capability to meet ASQA's vocational training requirements.

### 5. Orientation Program

- **Comprehensive Induction:** New staff undergo a comprehensive induction program that covers RTO policies, the specifics of teaching nursing courses, ASQA compliance, and student engagement strategies.
- **Mentorship Program:** Each new educator is paired with a seasoned mentor for the first three months to guide them through the specifics of curriculum delivery, assessment procedures, and compliance with nursing education standards.

### 6. Professional Development

- **Ongoing Training:** Regular professional development opportunities are provided to enhance teaching skills and nursing knowledge, including updates on the latest nursing practices and changes in regulatory standards.
- **Compliance Training:** Specific training sessions focused on ASQA compliance, ethical considerations in nursing education, and updates on the TAE40116 qualification requirements.
- **Performance Evaluations:** Annual performance evaluations are conducted to assess teaching effectiveness, adherence to regulatory standards, and professional growth, with feedback used to tailor individual development plans.

**7. Compliance and Monitoring**

- **Documentation and Records:** HERC maintain meticulous records of qualifications, professional development activities, and regulatory compliance for all staff.
- **Regular Audits:** Implement a schedule for regular internal and external audits to verify the qualifications of staff and the quality of educational delivery, ensuring alignment with ASQA standards.
- **Regulatory Updates:** HERC stay updated on changes in ASQA regulations and the NMBA standards, integrating these into staff training and RTO practices.

**8. Policy Review**

This policy will be reviewed annually or following any significant regulatory changes by ASQA or the NMBA. The review process will evaluate the effectiveness of hiring practices, staff orientation, and development programs to ensure ongoing compliance and excellence in nursing education.



## Notification of Significant Event Policy

### 1. Purpose

The purpose of this policy is to establish the procedures for reporting and managing significant events that could impact the operations, reputation, compliance status, or community standing of HERC. This policy ensures that all significant events are handled promptly, effectively, and in accordance with regulatory requirements.

### 2. Scope

This policy applies to all staff, students, and stakeholders of HERC. It covers events such as serious incidents, legal issues, data breaches, compliance failures, and any other circumstances that might significantly affect the RTO's ability to operate normally.

### 3. Policy Statement

HERC is committed to:

- Ensuring transparency and accountability in the handling of significant events.
- Protecting the interests and safety of its students, staff, and stakeholders.
- Complying with all relevant laws and reporting requirements.

### 4. Definitions of Significant Events

- **Serious Incidents:** Includes any event involving serious injury, threats to safety on campus, or significant legal disputes.
- **Compliance Failures:** Situations where HERC fails to meet a regulatory requirement, which could affect its registration or accreditation status.
- **Data Breaches:** Unauthorised access, disclosure, or loss of personal information held by the RTO.
- **Financial Issues:** Significant financial losses or fraud events.

### 5. Notification Procedures

- **Immediate Reporting:** Staff or students who become aware of a significant event must report it immediately to their supervisor or directly to the designated officer within HERC.
- **Documentation:** The report should include details of the event, including the time, location, persons involved, and a brief description of the incident.
- **Escalation:** The designated officer will assess the situation and escalate it to senior management or external authorities as necessary.

### 6. Response and Management

- **Assessment Team:** Establish a response team led by senior management to assess and manage the response to significant events.
- **Action Plan:** Develop and implement an action plan addressing the immediate response, investigation, and long-term measures to prevent recurrence.

- **Communication:** Manage internal and external communications to inform stakeholders and the public as appropriate, while maintaining confidentiality and compliance with legal obligations.

**7. Training and Awareness**

- **Regular Training:** Provide training for all staff and relevant stakeholders on their roles and responsibilities under this policy.
- **Awareness Campaigns:** Conduct regular awareness campaigns to ensure that all members of the RTO community are aware of how to recognise and report significant events.

**8. Review and Auditing**

- **Continuous Improvement:** Regularly review and update the policy and procedures to reflect lessons learned from past incidents and changes in the regulatory environment.
- **Auditing:** Conduct periodic audits to ensure compliance with the policy and effectiveness of the response strategies.

**9. Policy Review**

This policy will be reviewed annually or following any significant event to ensure it remains effective and relevant. The review will consider feedback from staff and any recent incidents to improve the policy and procedures.