Academy Volunteer Handbook

SLSNSW Education Standard Operating Procedures

Version 5.1.2016

Table of Contents

Welcome

Welcome and congratulations on being part of your local Education Team. In your role as a Trainer, Assessor, Facilitator, Chief Training Officer or Branch Director of Education, you are playing a key role in educating Surf Life Saving members, helping to build the capacity and sustainability of Surf Life Saving within your area. This Academy Volunteer Handbook (referred to as "this Handbook" from this point forward) is designed to outline the policies and procedures relevant to Member Education in NSW, helping you to fulfil the requirements of your role. It outlines how we work together to ensure a positive learning experience for all course participants, and how we aim to continuously improve what we do.

Surf Life Saving NSW wishes you well in your role, and we trust that with your experience and assistance, we will continue to offer an invaluable education service to our members, helping them to save lives on our beaches.

So thanks, and enjoy passing your skills and knowledge on to new and existing lifesavers!

Dr. Dean Dudley
NSW Director of Education

Louise Cooke
Academy Education Manager

Note: In NSW, SLS Clubs are structured into eleven Branches. In some Branches, Clubs are further structured into separate Districts. For ease of reading, this Handbook refers only to Clubs and Branches, but recognises that some Branch functions will be carried out by Districts in these Branches.

For ease of reading, this Handbook also refers only to Chief Training Officers (CTOs) and Branch Directors of Education (DOEs), but recognises that in some areas, different terminology such as Education Manager or Club Director of Education is used.

The Australian Lifesaving Academy NSW ("the Academy") is a brand which incorporates all training delivered by all Surf Life Saving Clubs and Branches Australia wide. It incorporates both member and public training, including community education, although this Handbook covers only the policies and processes related to Member Education.

The Academy was borne from federal funding with the aim to align Surf Life Saving awards, training and education to nationally recognised units of competency and qualifications in order to:

- add value for our members;
- provide clear pathways and opportunities; and
- support Member Education into the future by providing commercial training through the Registered Training Organisation.

The Academy exists to educate Surf Life Saving members and the Australian community in beach safety, emergency care and surf rescue. This supports Surf Life Saving NSW (SLSNSW) in meeting our purpose of saving lives and reducing drowning in the NSW community.

This Handbook exists to support continuous improvement across the Academy. It forms part of our quality management system, which ensures that our training services:

- meet the needs and expectations of our course participants;
- achieve the objectives of the Academy and of Surf Life Saving NSW; and
- comply with the Standards for Registered Training Organisations (RTO Standards).

What is Vocational Education and Training (VET)?

VET stands for Vocational Education and Training. Its aim is to develop the workforce (both employed and volunteer) with the skills and knowledge needed by industry.

Our organisation is registered to provide VET qualifications and units of competency. These qualifications are based on National Training Packages and will be recognised throughout Australia both by employers, volunteer organisations and by other RTOs (e.g. TAFE colleges, private providers, volunteer organisations).

What is Competency Based Training (CBT)?

CBT is the method of providing training to ensure that course participants have the skills and knowledge required to perform effectively and safely in their roles.

What is Competency Based Assessment (CBA)?

CBA is the method of determining whether a course participant has achieved the level of skill and knowledge required to perform effectively and safely in their role as outlined in the relevant unit of competency. It involves gathering and judging evidence in order to decide whether someone has achieved the required level of skills and knowledge. Course participants are required to consistently demonstrate the application of specific skills and knowledge, to the performance level expected in industry.

Using CBA, there are no "grades" like in school. VET requires you to be assessed as either "competent" or "not yet competent" against a set of performance criteria laid out in a unit of competency. If you are not deemed "competent" straight away, you will be given further opportunities to demonstrate your competence. (A good comparison is with a Driver's Licence. This does not

grade your ability as a driver – it simply shows that you are competent to drive. If you don't pass your first test you can try again until you do.)

The emphasis of competency based training and assessment is:

- Identifying what people need to do in their role
- Identifying what they need to know to do their role
- Indicating clearly the standard of performance required in their role.

What are Training Packages?

A Training Package is a curriculum or set of rules that states the knowledge and skills needed for each qualification and unit of competency. The Training Packages utilised by SLSNSW are the Public Safety (PUA), Health (HLT) and Training & Education (TAE) Training Packages.

What is an RTO?

An RTO is a training business which is authorised to provide CBT and CBA. Essentially, we hold equivalent training status to TAFE.

RTOs run courses or packages of nationally recognised CBT. Course participants may complete either a full qualification, or individual units of competency which contribute to a qualification.

Upon successful completion of the course being undertaken (any unit of competency and / or qualification), the course participant will be issued with a statement of attainment or qualification certificate in recognition of the competence achieved.

What are the RTO Standards?

The RTO Standards are used to ensure nationally consistent, high-quality training and assessment across Australia's VET system. Compliance with the RTO Standards is a requirement for all RTOs.

To ensure that you remain compliant with the RTO Standards, all you need to do is follow the policies and processes laid out in this Handbook.

What is our scope of registration?

A scope of registration indicates the nationally recognised qualifications and/or units of competency that a RTO is approved to deliver.

For up-to-date information regarding our current scope of registration visit www.training.gov.au (SLSNSW RTO ID number is 90394).

What do we mean by continuous improvement?

The main emphasis of the RTO Standards is continuous improvement across all RTO operations. This means an ongoing review of operations, and taking action to improve upon the quality of our services.

Quality does not mean perfection, but refers instead to reducing errors before they occur, and continually meeting the expectations and needs of our course participants.

As the expectations and needs of industry, Surf Life Saving and course participants change, so must our operations. Continuous improvement activities help meet these changing expectations. As such, continuous improvement is not only a compliance requirement, but also best business practice.

Academy Volunteer Commitment

When we say "Academy Volunteers", we are referring to anyone within a Club or Branch who is involved with the training, assessment and/or administration of Academy education within SLSNSW, including Chief Training Officers (CTOs), Branch Directors of Education (DOEs), Trainers, Assessors and Facilitators (TAFs).

Academy Volunteers are required to make a commitment to:

- operate within the requirements of the RTO Standards and the Australian Qualifications Framework (AQF);
- operate in accordance with SLSA policies and guidelines, and with State and Commonwealth legislation (see below);
- ensure their work is carried out efficiently and effectively;
- maintain high standards of skills, knowledge, and legal and ethical standards of practice which reflect favourably both on themselves and The Academy;
- be aware of situations of actual and potential conflict of interest and to take appropriate action to declare and / or resolve these;
- encourage and maintain a culture of honesty, integrity and open communication;
- encourage and maintain a culture of open discussion of complaints, disagreements and problems as a basis for improvement and development both personally and for the organisation;
- refrain from inappropriate relationships with course participants;
- ensure that accurate information is provided to course participants, including their rights in relation to the following:
  - access and equity;
  - complaints and appeals;
  - fees and refunds; and
  - participant support.

SLSA Policies

The SLSA policies and procedures that apply to member education include:

- 1.01 Water Safety Policy
- 1.01a Water Safety Procedure
- 2.03 Occupational Health and Safety
- 2.01 Sun Safety
- 6.02 Privacy
- 6.05 Member Protection Policy

Other relevant procedures and guidelines include:

- SLSNSW Lifesaving Standard Operating Procedures (SOPs)
- Guidelines for Safer Surf Clubs (NSW Resource)
- Guideline 1.1 Surf Education Activities Water Safety Guideline (if delivering education to non-SLS members).

All policies and guidelines can be found on the Members Portal or on the SLSNSW website.

Improvement requests

Academy Volunteers and course participants are encouraged to make improvement suggestions or requests related to any aspect of the Academy. This can be done by contacting their CTO, DOE or by e-mailing education@surflifesaving.com.au.

Clubs and Branches are required to note and record actions related to improvement requests in their *Education Meeting Notes.* If the improvement request relates to state or national resources, tools, programs, policies or procedures, they should be forwarded to the Academy Education Manager using the e-mail address above. The Academy Education Manager will keep a log of all improvement requests received, and will regularly review the log to ensure that associated actions are completed.

Education Meetings and Support

Chief Training Officers (CTOs)

CTOs are the main source of support for TAFs (see Appendix 1 for a full position description). They are required to hold at least two Club Education Meetings per year: one pre-season and one post-season. Attendance at these meetings should include TAFs and the Club Captain.

The *Education Meeting Notes* template acts as an agenda and should be used to guide discussions and record notes, decisions and actions from the meeting. These notes must be forwarded to the DOE to enable relevant discussions and assistance to take place at Branch Education Meetings.

Branch Directors of Education (DOEs)

DOEs provide support for CTOs (see Appendix 2 for a full position description). They are required to hold at least four Branch Education Meetings per year. Attendance at these meetings should include CTOs at a minimum, but could also include mentors and other Branch personnel as appropriate.

The *Education Meeting Notes* template acts as an agenda and should be used to guide discussions and record notes, decisions and actions from the meeting. These notes must be forwarded to the Academy Support Officer to enable relevant discussions and assistance to take place at State Education Meetings.

SLSNSW support

SLSNSW has two Academy Support Officers who provide ''on the ground'' support to Clubs and Branches. They are responsible for helping Clubs and Branches to understand and implement RTO requirements and for assisting DOEs to build Club and Branch sustainability in education.

The Academy Support Officers are available to assist Academy Volunteers with all education matters, and meet regularly with DOEs to ensure the Branch achieves SLSNSW's objectives in conjunction with Club and Branch training priorities and outcomes.

SLSNSW will hold a minimum of one State Education Meeting per year, plus teleconferences as required. Attendance at this meeting should include the DOE or their proxy.

Communication with the Academy

SLSNSW will communicate with you in a number of ways including e-mail, telephone and letters. You are required to ensure that your personal details are correct on the Members Portal (https://portal.sls.com.au) so that you can be kept up-to-date (and where possible, consulted with) on all things education. We will do our best not to overwhelm you with e-mails!

By reading e-mails and attending Club, Branch or State Education Meetings as required, you will be kept informed of any changes that affect you. You are also encouraged to join relevant mailing lists or industry networks (e.g. Australian Resuscitation Council, Velg Training and relevant Skills Service Organisation lists including PwC's Skills for Australia (Training & Education Training Package), Australian Industry Standards (Public Safety Training Package) and SkillsIQ (Health Training Package))

You can find most of the resources you will need for your role as well as the answers to frequently asked questions on the Education & Training section of SLSNSW's website (www.surflifesaving.com.au/member-training) and on SLSA's Members Portal.

Academy Volunteer & Course Participant Code of Conduct

It is expected that all Academy Volunteers and course participants will comply with the following Code of Conduct.

If any person is found to be in breach of any aspect of this code, they may be liable to Academy/Surf Life Saving disciplinary action(s). If any person is found to be involved in serious misconduct or illegal activities, the matter will be referred to the appropriate authorities (for example NSW Police) dependent on the nature of the breach.

Behaviour

It is expected that all Academy Volunteers and course participants will:

- behave in a professional and respectful manner at all times towards all Academy Volunteers, course participants and other SLSNSW members and staff (including respecting the learning styles and varying abilities of other participants);
- attend all training and assessment sessions punctually;
- refrain from using inappropriate language;
- refrain from disrupting training and assessment sessions in any way, to ensure a supportive training environment conducive to learning;
- turn mobile phones and other electronic equipment off or on silent during training and assessment activities;
- not take part in any act of academic dishonesty, including cheating or plagiarism;
- refrain from any behaviour that may discriminate or harass other course participants, Academy Volunteers or other SLSNSW members or staff, including via e-mail or social media;
- not take part in any activity, illegal or otherwise, that brings Surf Life Saving into disrepute;
- adhere to the following dress code, presenting yourself in clean, neat and professional attire:
  - Trainers to wear a Club shirt whilst conducting training
  - Assessors to wear a Branch Assessor shirt or Club shirt whilst assessing
  - Facilitators to wear SLSNSW's Facilitator shirt provided by SLSNSW.

Health and safety

It is expected that all Academy Volunteers and course participants will:

- act in a responsible and safe manner that does not endanger the health and safety of themselves or others;
- wear, use and maintain all prescribed safety equipment properly;
- only use equipment they are qualified and authorised to use;
- take notice and adhere to signs and speed limits;
- report all hazard and incidents through appropriate reporting channels;
- comply with the safety directives provided by Academy Volunteers and other SLSNSW members and staff, and not interfere with any item or process provided in the interest of health and safety at SLSNSW;
- respect the training and assessment environment and comply with good housekeeping principles.

Property

It is expected that all Academy Volunteers and course participants will:

- respect the property of SLS and of course participants, and treat all property with due care;
- not remove any SLS property from designated areas without prior permission.

Copyright

It is expected that all Academy Volunteers and course participants will:

- obtain written permission from the Academy Education Manager prior to photocopying materials for reasons other than individual educational purposes within the Academy.

Alcohol, smoking and drugs

It is expected that all Academy Volunteers and course participants will:

- not consume alcohol or illegal drugs whilst on SLSNSW premises whilst participating in training or assessment activities;
- not attend or engage in training and assessment activities whist under the influence of alcohol or illegal drugs;
- not be in possession of any illegal drugs or any other forbidden or dangerous items whilst on SLSNSW premises or whilst participating in training or assessment;
- smoke only in designated smoking areas.

Disciplinary action

Disciplinary action for a course participant could include them being asked to leave the session or the program. Disciplinary action for Academy Volunteers could include them making a verbal or written apology, paying a fine, being suspended or de-registered or having one or more of their SLS roles terminated.

Any person who feels they have been treated unfairly has the right to complain (or appeal) through our complaint process.

Training Delivery Procedures

Advertising courses

The **Awards & Qualifications Chart** (found on www.surflifesaving.com.au/members/member-training/training-resources) lists the Surf Life Saving awards that can be advertised and delivered by Clubs and Branches to its members. It shows the current qualifications and aligned units of competency (where relevant) that are on the Academy's scope of registration.

If you wish to deliver anything that is not listed on this chart, or wish to deliver courses to non-members, please contact the Academy Education Manager (education@surflifesaving.com.au) for further discussion.

Enrolment procedures

Prior to enrolment in an Academy training course, course participants must be provided with the *Participant Joining Instructions*.

It is important that the *Participant Joining Instructions* are fully completed with the required information about the course.

The *Participant Joining Instructions* are there to remind participants to access and become familiar with the *Course Overview* and *Academy Participant Handbook*, and make them aware that their training will not appear on their authenticated VET transcript available from the Student Identifiers Agency. It also points them towards the *Training Enrolment Form*.

Prior to the commencement of an Academy training course, each course participant must:

1. Complete a **Training Enrolment Form** to confirm that they have read, understood and will comply with all the conditions of enrolment as described in the *Academy Participant Handbook*. It also records any additional needs that they may have.

2. **If enrolling in a Rescue Water Craft (RWC) course**, complete a *Support Operations Member Application* and send to lifesaving@surflifesaving.com.au. This enables the Academy to check that they hold the required pre-requisites for the course. Facilitators for this course will need to wait for approval for all course participants before commencing training. Approval will be provided within five working days of receiving the application.

Should a course participant disclose any information regarding disabilities or learning difficulties, this information will be provided to Academy Volunteers and used to determine whether any reasonable adjustments or learning support is required.

The course participants must be entered into a SurfGuard Assessment Request prior to any training or assessment activities taking place. This will ensure that they have the correct pre-requisites before commencement. See the section below (page 17) on 'Processing Assessment Requests' below for further information.

Enrolling in courses in other Branches

SLSNSW members may enrol in any course (including skills maintenance) conducted by another Club or Branch providing they discuss this with their own Club and/or Branch prior to registering their interest or enrolling. This enables:

- discussion and agreement about how the member will be assessed (if not being assessed by the host Club or Branch); and
- discussion and agreement about who will pay the award issuance fee.

The member's Club will create a new Assessment Request for the member. Once approved by the Branch, a copy of the Form 14 must be provided to the individual to take to the course. This provides the host Club with evidence that the member meets the required pre-requisites for the course.

Following the course, the member will either need to present their completed Assessment Portfolio to their Club, or complete their assessment locally. The assessment request is then processed in the normal way (see Administration section (page 17) below).

If this discussion does not take place prior to enrolment, the course participant may be liable to pay the award issuance fee and/or may have difficulties in organising assessment in their own Club or Branch.

The host CTO or DOE may deny a member registration onto a course should they have reasonable concerns that the quality of the course may be affected (i.e. limited resources).

Note: This process also applies to the Australian Lifeguard Service (ALS) as its own Branch. Lifeguards (who are not members of their local Club) will need liaise with ALS staff at Surf Life Saving NSW for an Assessment Request to be created prior to attending the course.

Training resources

When delivering courses, Academy Volunteers are required to use the current approved resources (Learner Guides, Delivery & Assessment Guides, Forms) which are available on the Members Portal Library in the following locations:

- Learner Guides and Forms (Education>Member>SLSNSW)
- Delivery & Assessment Guides (Education>Restricted Resources>SLSNSW)

Only endorsed TAFs will be able to access the Restricted Resources folder, if you are unable to view this folder contact education@surflifesaving.com.au.

The current forms can also be found on SLSNSW's website at:
www.surflifesaving.com.au/members/member-training/training-resources.

Training Course Reports

The *Training Course Report* must be completed by all TAFs. This report is used to:

- record all TAFs and content experts involved in the course;
- record participant attendance;
- confirm that the venue is appropriate for the training and that a risk assessment has been completed;
- confirm the pre-course information that has been provided;
- provide a summary of the course using feedback from participants and course staff; and
- document any reasonable adjustments that were made.

Once completed, the report must be forwarded to the DOE for review.

Risk assessments

Further information about when and how to conduct a risk assessment can be found in SLSNSW's Guidelines for Safer Surf Clubs (available on the Members Portal Library in Member and Club Development>Clubs>NSW). These guidelines also outline when and how to report incidents that may occur.

Water safety

The following information is a summary of key information taken from SLSA Policy 1.01a Water Safety Procedure. The summary serves as a reminder and should be read in conjunction with the full procedure which is available on the Members Portal Library in (Governance, Policies, Forms, SOP's>SLSA).

The procedure for member training is:

1. Appointment of a Water Safety Supervisor (WSS).
2. WSS conducts a risk assessment (in conjunction with the Patrol Captain or Lifeguard) and mitigates risks as required.
3. Appropriate water safety is applied (minimum supervision ratios or buddy procedure – see below).
4. WSS continually monitors the activity.

Supervision ratios

A 1:5 (Water Safety Personnel (WSP): Course Participants) ratio applies where course participants do not hold a Surf Rescue Certificate (SRC) or above (including mixed groups where some hold the SRC and some don't).

In low-risk conditions (including pool/still water activities) the ratio may be reduced to 1:10.

Low-risk conditions can only be determined following a pre-activity risk assessment. A nominal wave height of 1m is considered the <u>maximum</u> wave height threshold for "low-risk conditions", however it should be remembered that wave height is only one consideration in assessing surf zone hazards.

Buddy procedure

This is where qualified (SRC or above) course participants of similar experience and ability participate together in the same activity, continually monitoring each other throughout. They should be able to offer immediate assistance to their buddy if required.

If there are uneven numbers, a buddy group of three can be formed.

Prior to the activity, buddies should form an agreed training plan ensuring they are both aware of the activity they are completing, start and finish times, the location and what to do in case of emergencies.

During the activity buddies should maintain communication and alert the Water Safety Supervisor (WSS) and/or other course participants if they lose their buddy, commencing searching immediately and providing assistance where safe to do so.

Additional key points

- Members of "on-duty" lifesaving patrols can only be reallocated as WSP for training activities when the minimum patrol requirements are met, and at the discretion of the Patrol Captain.
- The "on-duty" Patrol Captain must not act in the position of WSS as their primary duty is public beach safety.
- Where water safety supervision ratios are implemented, 75% of WSP must be in the water during the activity and using SLSA approved rescue equipment.
- It is recommended that course participants wear a high-visibility lycra vest or shirt for member training and assessment activities.
- WSS and WSP must be wearing a clearly identified uniform consisting of a cap and a rash shirt. This can either be Surf Rescue uniform or a high-visibility water safety uniform.

- Where safe and applicable, it is recommended that an Inflatable Rescue Boat (IRB) or Rescue Water Craft (RWC) be used for water safety (note that the operator must be qualified and proficient in the required powercraft award).
- The WSS must be proficient in the Bronze Medallion/Cert II and it is strongly recommended that they also hold the Silver Medallion Basic Beach Management. Their role is to:
  - remain on the beach, except if required in an emergency;
  - be responsible for water safety at all times, ensuring it meets the minimum supervision ratios or that the buddy procedure is implemented, acting immediately if they have safety concerns and briefing/supervising the WSP; and
  - conduct a risk assessment (in consultation with the Patrol Captain (or Lifeguard).
- WSP must be proficient in the Surf Rescue Certificate (as a minimum). Their role is to:
  - be responsible for water safety as defined by the WSS;
  - immediately inform the WSS of any safety concerns; and
  - advise the WSS of their competency levels or of any pre-existing ailments which may impact on them fulfilling their duties.

Training & assessment on unpatrolled beaches

If in-water training or assessment activities are to be conducted on a beach outside of patrol hours or in unpatrolled locations, the above water safety procedures continue to apply. In these cases, the WSS must decide the most appropriate area of the beach to be used for the activity.

The TAF conducting the training or assessment is encouraged to advise SurfCom that the activity is taking place, and advise SurfCom when the training is complete.

Training & assessment on closed beaches

The table below outlines in what circumstances training and assessment activities can take place on a closed beach (see above for information on training and assessment on beaches outside of patrol hours or at unpatrolled locations).

	Closed beaches (if dangerous conditions* also present)	Closed beaches
Bronze Medallion/SRC training & assessment	No	No
Training & assessment for awards where the Bronze Medallion is a pre-requisite	No	Follow risk assessment process below
Skills maintenance	No	Follow risk assessment process below

*Dangerous conditions include dangerous marine animals, water pollution, water debris or electrical storms.

Risk assessment process:

1. Patrol Captain to conduct a risk assessment to ascertain if conditions are suitable to train/assess in.
2. If suitable, a minimum of one fully operational IRB must be on standby in addition to normal water safety ratios. This can be the "on-duty" IRB with the approval of both the Patrol Captain and the IRB Driver. The crew must be briefed on the activity to be undertaken and must be ready to respond.
3. The relevant training signage (i.e. Training/Assessment in Progress) should be positioned near the training area.

4. Patrol Captain to advise SurfCom that the service is conducting training on a closed beach, and advise SurfCom when the training is complete.

Should conditions or circumstances change, the Patrol Captain has the authority to suspend the activity.

Further detail on this process can be found in SLSNSW's Lifesaving Standard Operating Procedures (SOPs) LS8.5, at www.surflifesaving.com.au/members/lifesaving.

Assessment

The assessment of competency must be carried out fairly, consistently and constructively, taking into account SLSNSW's approach to assessment (see page 30).

Prior to assessment taking place, TAFs should ensure that course participants have the required underpinning knowledge and that they have had adequate time to practice the assessable skills.

Depending on the course, assessment activities may include:

- knowledge tests (written or verbal);
- skills tests;
- one-on-one critique - observation and feedback;
- Recognition of Prior Learning processes and tools; and/or
- peer assessed small-group work and participation.

Academy Volunteers must use the assessment tools or techniques provided in the current approved version of the Delivery & Assessment Guide to conduct assessments. The Assessment Portfolio, where evidence of assessment completion must be recorded, can be found in the relevant Learner Guide.

If a candidate is assessed as being Not Yet Competent (NYC), the Assessor/Facilitator must complete the *Assessment Feedback Form*. Once signed by the course participant, it must be submitted to the CTO or DOE for action.

Feedback to participants

Giving constructive feedback to course participants during the course is a vital part of the training and assessment process. It allows course participants to redirect their own learning and improve upon their performance.

When giving feedback, you must ensure that you:

- compare the course participant's performance with the assessment criteria outlined in the Delivery & Assessment Guide, rather than with other course participants;
- provide clear, constructive comments and advice about the course participant's strengths and weaknesses; and
- motivate course participants, helping them understand that making mistakes is a part of the learning process.

Providing feedback to a course participant with a Not Yet Competent result in an assessment can be tricky. Here are some useful strategies:

- be positive, without raising any false expectations;
- be precise about weaknesses in the course participant's performance;
- identify if only part(s) of the assessment need to be repeated and, if so, which part(s);
- suggest strategies to help the course participant overcome weaknesses; and

- arrange another opportunity for the course participant to be assessed.

Participant Evaluation Forms

At the end of all Academy courses, course participants must be provided with the *Participant Evaluation Form*. We ask that they complete the feedback evaluation truthfully, as this information is confidential and used only to help us continuously improve our training programs and processes.

Maintaining competency

Surf Life Saving members are required to keep their lifesaving knowledge and skills up to date by taking part in our annual skills maintenance (proficiency) program. This ensures that they continue to be confident and competent in their Surf Life Saving role following completion of their training.

In line with the recommendations of the Australian Resuscitation Council, Surf Life Saving members are also required to revise their CPR knowledge and skills annually, and their first aid knowledge and skills every three years.

Skills maintenance requirements are released at the start of every season in the *SLSNSW Pre-Season Information Pack* which can be found in the Administration section of the SLSNSW website (http://www.surflifesaving.com.au/members/resources/administration).

Administration

SurfGuard

SurfGuard is the main form of record keeping used by the Academy. It is vital that records are updated promptly to ensure SurfGuard remains accurate and current. The Academy relies on the accuracy of SurfGuard to ensure that:

- reports are accurate;
- members are qualified to perform their duties;
- patrolling members are proficient in their skills;
- members hold required award pre-requisites; and
- awards can be re-issued if required.

Club / Branch audits

In order to maintain our RTO status, the Academy as a whole must comply with the RTO Standards. SLSNSW reserves the right to conduct periodic audits of training and assessment documentation, to ensure the integrity of the policies and procedures is maintained.

Processing Assessment Requests

The following process must take place for all awards:

Action	When	By who
Create New Assessment Request (Form 14) – this will ensure there are no issues with course participants not holding the correct pre-requisites	As soon as participant list is finalised	Club
Submit Assessment Request – this informs the DOE of the proposed assessment date	At least 7 days prior to assessment	Club
Approve Assessment Request – after checking that endorsed TAFs are in place for the course	Within 7 days of request being submitted	Branch
Course is completed and assessment has taken place		
Process Results – record the outcome (C/NYC/DNA/DNC) – see below for key) for each candidate, adding any additional TAFs (probationary TAFs can be added in the comments box)	Within 7 days of assessment completion	Club
Paperwork sent to DOE within 14 days of assessment		
Approve Candidates – after course paperwork has been received	Within 14 days of assessment	Branch

Key to assessment results

- C - Competent
- NYC - Not Yet Competent
- DNA - Did Not Attend
- DNC - Did Not Complete

When using SurfGuard, you will also see the code RNG (Recognition Not Granted). This relates to recognition of prior learning (RPL) applications.

Paperwork

The table below indicates the required documentation for each Academy course, and whether the Branch is required to receive the original or a copy.

The original version of the following documents must be retained for a minimum of twelve months (note that this can be scanned and stored electronically). You may wish to hold onto paperwork for longer in certain circumstances. It is recommended that reviewing and destroying archived paperwork older than twelve months be an end-of-season or start-of-season activity.

Document Name	Original / copy to be sent to the Branch	Check with Branch if original / copy is required
Participant Joining Instructions	☑	
Assessment Request Form (Form 14)		☑
Training Enrolment Form (one per participant)		☑
Assessment Portfolios (one per participant)	☑	
Training Course Report	☑	
Participant Evaluation Form	☑	

Document maintenance

Academy Volunteers are required to maintain accurate and confidential records in relation to all training and assessment activities conducted. Any paperwork required by the Branch must be submitted within 14 days of course completion.

All records retained must be stored in a safe and secure location to protect the confidentiality of course participant's information.

The Academy will retain evidence of competence and issue of awards for a minimum period of 30 years, or in accordance with the terms of the prevailing RTO Standards and AQF.

Course participant privacy

When a course participant enrols in an Academy training course, they can be assured that the personal information provided to us is protected under the Privacy and Personal Information Protection Act of 1998. This Act imposes obligations on the Academy in relation to the collection, storage, use and disclosure of course participants' personal information.

Only authorised Academy Volunteers and SLSNSW staff have access to course participant records held both in hard and soft copy. All Academy Volunteers and SLSNSW staff are required to ensure that information is kept confidential, and is only accessed in the execution of their duties.

It is a requirement of being an RTO that information collected by the Academy during a training course will be submitted to the Government for research, statistical and internal management purposes.

Apart from as specified above, the Academy will not release a course participant's personal information to any other person without their express written permission.

Further information about privacy can be found in SLSA's Privacy Policy at http://sls.com.au/content/privacy-policy.

Issuing awards and certificates

Once a course participant has successfully completed an Academy course and has been found competent in all required components, SLSNSW will allocate the award on SurfGuard and issue them with a statement of attainment, qualification and/or Surf Life Saving award, as applicable.

The award will immediately be added to the members Award List in SurfGuard. A hard copy of the certificate (along with any medallions, an Awards Summary and an invoice) will be posted to the Club/Branch within 2-6 weeks of the award being allocated on SurfGuard. A current price list can be obtained from the Academy Education Manager.

The Academy can only issue VET qualifications or statements of attainment in respect of nationally endorsed training packages included in its scope of registration.

All VET awards issued by the Academy:

- Meet the requirements of the RTO Standards and the current AQF;
- Identify all units of competency completed; and
- Identify the RTOs national provider number.

Issuing Powercraft Licences

Once a course participant has successfully completed a Silver Medallion IRB Driver or RWC award, they will also be issued with a Powercraft Licence. Further information relating to Powercraft Licences can be found in SLSNSW's Lifesaving Standard Operating Procedures (SOPs) LS5.1 and LS5.2 at www.surflifesaving.com.au/members/lifesaving.

Change of personal details

All course participants are required to notify their Club or Branch of any changes of personal details. Requests to amend personal details should be made in the first instance to the Club or Branch Registrar. If course participants are unsure of who to contact locally, they can contact education@surflifesaving.com.au for advice.

Requests to change personal details must be made by the course participant personally. Evidence may be requested before some changes can be made (e.g. birth certificate for date of birth, marriage certificate for change of name).

Lost awards and licences

If a course participant misplaces their award or Powercraft Licence after completing a course, it is possible for a replacement award or licence to be issued. They can request this by emailing education@surflifesaving.com.au.

A reprint fee as per the Academy price list will apply for this service. A current price list can be obtained from the Academy Education Manager.

Missing awards

If a course participant believes they have gained an award which is not recorded on SurfGuard, they can contact education@surflifesaving.com.au with the award date, location and number. These details will be verified against existing Academy records and if successful, the award will be added to SurfGuard and the award issued (if applicable).

Access to records

Course participants who are also SLSNSW Club members can access their own training and assessment record by logging into the Members Portal (https://portal.sls.com.au). Alternatively, they can submit a written request to education@surflifesaving.com.au. Their record will be made available to them within 14 days of receipt of the request by the Academy.

Recognition of Prior Learning (RPL)

The Academy acknowledges the skills and knowledge course participants bring to our training programs as a result of their previous training, work experience and / or life experience. We do this through a process called Recognition of Prior Learning (RPL). RPL is available to all course participants enrolling with the Academy.

If a course participant wishes to apply for RPL, they must contact the Academy Education Manager or Academy Support Officer (education@surflifesaving.com.au) to discuss their application.

A suitably qualified Assessor will then be assigned to manage the application. They will provide the course participant with a copy of the *RPL Application Kit*, along with information about any applicable fees. The *RPL Application Kit* provides the course participant with further information about the RPL process, to help set clear and realistic expectations.

It is the course participant's responsibility to provide sufficient evidence to satisfy the Assessor that they currently hold the relevant competencies. As with all assessments, the RPL Assessor needs to ensure that any evidence provided is:

- Authentic - is the course participants' own work;
- Valid - directly relates to the current version of the endorsed unit;
- Current - reflects the course participants' current capacity to perform the competencies covered by the unit to "today's standards"; and
- Sufficient – the style and amount of evidence demonstrates competence across the full range of elements covered in the unit.

If the Assessor has any reservations or concerns regarding the evidence provided or the course participants' ability, they may request further information, further evidence or completion of a skills-based assessment so that the RPL can be granted.

RPL can only be awarded for a complete unit of competency. No partial RPL can be awarded.

The Assessor will communicate the outcome of the RPL application to the course participant in writing, usually via e-mail within 20 business days of receiving the portfolio of evidence.

If recognition is granted, the results will be recorded in SurfGuard by the Assessor (or by the Academy Support Officer if the Assessor does not have access to SurfGuard), and then upon completion of all course requirements, the award will be issued.

If recognition is not granted, the course participant will be provided with the reason/s for refusal.

Where the course participant disagrees with the outcome, they may make a complaint against the result under the complaints process outlined on page 33.

Acceptable evidence

Evidence for RPL may include but is not limited to:

- Copies of CVs, performance appraisals, or other employment related documentation.
- Samples of completed work.
- References from current and prior employers, supervisors and colleagues.
- Testimonials as to capabilities from persons holding relevant qualifications in the area being assessed.
- Copies of either qualifications or statements of attainment issued by another RTO.
- Completion of a skills-based assessment.

Credit Transfer

If a course participant has been awarded an AQF qualification or statement of attainment for the same or a related program by another RTO, the Academy will recognise this achievement and give credit in the relevant Academy course.

Course participants may only apply for credit transfers for units of competency or qualifications which are included in SLSNSW's scope of registration.

Applications for credit transfers should be made via the DOE by submitting a copy of the qualification or statement of attainment. The DOE must then forward this to education@surflifesaving.com.au or to their Academy Support Officer.

Once received, SLSNSW staff will check the qualification or statement of attainment for authenticity (as a minimum, this will include a check of that RTOs scope of registration), before adding the unit of competency or qualification to SurfGuard.

Where credit transfer or RPL cannot be granted

There are instances where it is not possible to grant credit transfer or RPL. Examples are:

- The unit of competency or qualification completed is no longer current in line with organisational requirements (e.g. First Aid).
- The unit of competency or qualification previously completed has been superseded and no equivalent unit of competency exists.
- Where industry and/or employer requirements to complete the qualification or unit of competency exceeds the requirements of the training package.

TAF Endorsement

TAF Endorsement – initial conversation

Members interested in becoming Trainers, Assessors or Facilitators (TAFs) should, in the first instance, approach their CTO or DOE (or their delegate) to discuss:

- the responsibilities of the role (see Appendices 3-4);
- the minimum qualifications required and how they can be gained; and
- the endorsement and re-endorsement process.

A copy of this Handbook (or a link to the electronic version) should be provided to them following the initial discussion.

If the member decides that they would like to become a TAF, they should be supported by the CTO or DOE (or their delegate, who would usually be a Branch approved mentor) to complete the following four steps. Whilst they are working their way through the steps, these TAFs are termed "probationary" TAFs.

DOEs will need to ensure they have a suitable process for keeping track of TAFs who are working their way through these steps to ensure that they are not lost in the process. In some Branches, this responsibility will be delegated to Clubs. If you're not sure who is responsible in your area, ask your DOE. A *TAF Tracking Spreadsheet* is available on www.surflifesaving.com.au/members/member- training/training-resources to support this process if required.

The below table outlines which TAF roles are available for each SLSA award.

	Trainer	Assessor	Facilitator
Bronze Medallion	Yes	Yes	Yes
Surf Rescue Certificate	Yes	Yes	Yes
Radio	Yes	Yes	Yes
IRB (Crew & Driver)	Yes	Yes	Yes
Rescue Water Craft (RWC)	**No***	**No***	Yes
Advanced Resuscitation	Yes	Yes	Yes
Spinal Management	Yes	Yes	Yes
Resuscitation	Yes	Yes	Yes
First Aid	**No**	**No**	Yes
SM Advanced First Aid	**No**	**No**	Yes
Pain Management	**No**	**No**	Yes
SM Aquatic Rescue	**No**	**No**	Yes
SM Basic Beach Management	**No**	**No**	Yes
Training Officer Certificate	**No**	**No**	Yes
Assessor Certificate	**No**	**No**	Yes

* The Training Officer and Assessor RWC awards are utilised in exceptional circumstances to support local RWC training. Trainers can only assist with training after the Facilitator has delivered the induction and first session (Roles & Responsibilities of a RWC Operator). Assessors can only assist

with proficiencies, or with course assessment under the guidance of the Facilitator RWC. The Facilitator must always conduct the final assessment. For more information, speak to your DOE or Academy Support Officer.

Step One – Gain the required qualification

SLSNSW has three roles involved in the direct delivery and assessment of training.

- **Trainers** teach the required skills and knowledge of our courses but do not make any assessment decisions. They are endorsed by the Branch (see Appendix 3 for full position description).

- **Assessors** are also endorsed by the Branch and are responsible for assessing candidates once they have the required skills and knowledge. To provide quality assurance, Assessors who are also Trainers cannot train and assess the same candidates for any one course (see Appendix 4 for full position description).

- **Facilitators** are recommended by the Branch and endorsed by SLSNSW. They have a higher level of qualification and are therefore able to train and assess the same candidates for any one course.

The minimum qualifications/skill sets for the above TAF roles are outlined below.

Note: Unit/qualification codes and titles were correct at the time of printing.

Role	Minimum qualifications
Trainer	**Training Officer Certificate** TAEDEL301A: Provide work skill instruction BSBCMM401A: Make a presentation
Assessor	**Assessor Certificate** TAEASS401B: Plan assessment activities and processes TAEASS402B: Assess competence TAEASS403B: Participate in assessment validation
Facilitator	TAE40110: Certificate IV in Training and Assessment

Step Two – Ensure proficiency in SLSA award

To be endorsed as a TAF, members will need to show that they have industry currency. SLSNSW ensures this by requiring that they are proficient in the SLSA award(s) that they are applying to train or assess. This can be checked by the member themselves on the Members Portal, or on SurfGuard by a Club or Branch administrator.

It is strongly recommended that members hold an award for a minimum of one year before being endorsed as a TAF for it.

Step Three – Working with Children Check

Depending on the nature of the courses that the member will train or assess, they may need to complete a Working with Children Check. As a general rule, those who work with **under-18s only groups** for **more than 5 days a year** will be required to complete a Working with Children Check.

If this is the case, their Working with Children Check number will need to be provided to the Club and verified. If they are also training or assessing for the Branch, their number will also need to be verified by the Branch.

For more information about when Working with Children Checks are required, as well as information on how to complete a check, visit www.surflifesaving.com.au/members/resources/child-protection.

Step Four – Supported training or assessment (mentoring)

Until the member has completed this step, they are deemed a "probationary TAF". This means that they begin a mentoring program to ensure they have the required skills and knowledge for the award, as well as a clear understanding of Surf Life Saving policies, procedures and resources relevant to that award prior to endorsement as a TAF.

The mentoring program includes an induction into the Academy, as well as successful completion of a **minimum of two training courses** under supervision.

The *Guidelines for Mentors* includes an induction checklist that must be used by mentors. Ideally, the induction process should start before the TAF begins step one.

Probationary TAFs are not to undertake any training or assessment activities unless under the guidance of their mentor. Once the mentor believes the probationary TAF is competent, they will assist them to apply for endorsement using the *TAF Endorsement Kit*. A minimum of one *Mentor Observation Checklist* is required for each award the TAF is applying for. Additional *Mentor Observation Checklists* are available at http://www.surflifesaving.com.au/members/member-training/training-resources if required.

Note: Where the member has significant training and/or assessment experience with another organisation, the requirement may be reduced to a minimum of one course, following approval by the DOE or their delegate, or by SLSNSW.

Where the member is a currently endorsed Trainer **and** Assessor in a particular SLSA award (e.g. Training Officer IRB and Assessor IRB) and is applying to become an endorsed Facilitator in that award (e.g. Facilitator IRB), the requirement for supported delivery and assessment (mentoring) can be waived following approval by the DOE or their delegate, or by SLSNSW. In making this decision, consideration should be given to:

- the length of time the TAF has held the Training Officer and Assessor award;
- the length of time the TAF has held the SLSA award they are wishing to facilitate; and
- the extent to which the TAF is currently following policies and procedures correctly.

Upon receipt of TAF Endorsement Kits

Completed *TAF Endorsement Kits* will be forwarded to the DOE to ensure that the above steps have been properly followed. Once approved, the DOE will sign the kit and minute the endorsement at the next Branch Education Meeting.

This paperwork must be retained for as long as the TAF is endorsed.

Any applications for Facilitator roles must be forwarded on to SLSNSW for endorsement once they have been approved by the DOE.

Appointment and allocation of mentors

DOEs are responsible for working with Clubs to ensure that there are sufficient mentors in the Branch to support new TAFs. Mentors need to be inducted into their role using the *Guidelines for Mentors*. Once inducted, the *Mentor Induction Checklist* must be completed and forwarded to education@surflifesaving.com.au as SLSNSW maintains a register of current mentors.

Mentors must have the following characteristics:

- Be qualified and endorsed TAF for the award they wish to mentor;
- Have held that TAF position for more than one year;
- Possess an excellent knowledge of the Academy resources, policies and procedures;
- Consistently adhere to Academy policies and procedures;
- Receive consistently high evaluation reports from course participants; and
- Have a sound understanding of VET.

See Appendix 5 for full position description.

DOEs are required to put a process in place for the allocation of qualified mentors to probationary TAFs. Ideally, mentors should be allocated to new TAFs before they attend the required Training Officer or Assessor course.

Once a mentor has been allocated to a probationary TAF, this should be minuted in Branch *Education Meeting Notes* or on the *TAF Tracking Spreadsheet* so that it is easier to keep track of the progress of probationary TAFs in the future.

TAF Re-endorsement

Trainers and Assessors must be re-endorsed every two years by the Branch. Facilitators must be re-endorsed every year by SLSNSW. Re-endorsements must take place by 31 December.

If a TAF does not successfully complete the re-endorsement process within one year of the endorsement expiry date (31st December), they will lose their status as an endorsed TAF. Should they wish to be reinstated as a TAF once this time has lapsed, they will return to "probationary TAF" status and must complete the full endorsement process again (steps one to four above).

In order to be re-endorsed, TAFs need to show that they have met the following four requirements.

One: Pre-season updates

Pre-season updates are developed at the start of each season by SLSNSW and outline any changes that occur to courses, resources, policies, processes or systems within SLS or the wider VET sector. They can be accessed in any of the below formats:

- at the state-supported pre-season meeting (see below);
- via webinar – a link will be e-mailed to all TAFs; or
- by the DOE or delegate as a small group or one-on-one – this option should only be used where the above options cannot be accessed.

Two: State-supported pre-season workshops

These are generally full day workshops hosted by Branches every year, although the format and/or timing may be different in some Branches (ask your DOE or the Academy Support Officer if you are unsure). The Academy Support Officers work with Branches and the Academy Education Manager to develop a program for the day, informed by local, state and national needs.

If required and where possible, time is also given at these workshops to any upgrades required by industry, to assessment validations and to resource reviews being co-ordinated by SLSA during the coming season.

TAFs who are unable to attend one state-supported pre-season workshop **at least once every two years** will be required to complete the *VET Logbook* instead as evidence that they have undertaken professional development (see below) to remain current in their training and assessing skills.

Three: Course delivery and/or assessment

TAFs are required to be active. They must train (for Trainers), assess (for Assessors) or train <u>and</u> assess (for Facilitators) at least one nationally recognised training course every two years. This information is recorded on SurfGuard using the information provided on *Training Course Reports.*

Four: Skills maintenance

To ensure they remain current in the SLSA awards they are delivering, TAFs are required to complete skills maintenance (as set out in the *SLSNSW Pre-Season Pack*) for the following:

- **Trainers, Assessors & Facilitators:** Emergency Care awards (e.g. Resuscitation, ART, Spinal Management); and
- **Trainers & Facilitators:** Powercraft awards (e.g. IRB, RWC).

Where annual skills maintenance is not required, the TAF will still need to demonstrate currency in the award (e.g. by completing the dry components of a Bronze proficiency, attending award updates, completing upgrades as required).

Administering the re-endorsement process

Attendance records for steps one and two will be maintained by SLSNSW. Information to verify steps three and four is captured on SurfGuard.

TAFs will be required to complete an online TAF Re-endorsement Form every two years to specify which awards they want to be re-endorsed for. They will be sent an e-mail prompting them to do this each year. Attendance records and SurfGuard will then be checked to ensure TAFs have met the requirements.

Trainer and Assessor re-endorsements will be approved by the DOE. Facilitator applications will be approved by SLSNSW.

Professional development

Undertaking professional development activities is a major part of the RTOs continuous improvement requirements under the RTO Standards, and is one reason for the TAF re-endorsement process.

TAFs are encouraged to actively seek opportunities and participate in professional development activities outside the TAF re-endorsement process. This will help to ensure that knowledge and skills remain current, and continue to meet the changing expectations and needs of the industry.

Examples of professional development activities include:

- Participating in a training and assessment workshop;
- Participating in industry projects;
- Participating in industry networks;
- Participating in assessment validation activities;
- Conducting a peer review of another TAF;
- Receiving a peer review from another TAF;
- Upgrading training and assessment qualifications; and
- Mentoring another TAF through the endorsement process.

If conducting or receiving a peer review, more information about the process to be followed can be found at www.surflifesaving.com.au/members/member-training/training-resources.

Rewarding our TAFs

Each year the SLSNSW Awards of Excellence are held to celebrate the achievements of our members in NSW.

Throughout the season, those TAFs who continue to demonstrate commitment and excellence beyond the call of duty are recognised through nomination for one of the following SLSNSW Training Awards:

- SLSNSW Trainer of the Year
- SLSNSW Assessor of the Year
- SLSNSW Facilitator of the Year

Long Service Awards are also available for Assessors who have been assessing for over 5 years.

Branches and Clubs are encouraged to implement their own recognition strategies for TAFs in their area to value their contributions.

Ensuring Quality

The Academy has a number of tools, policies and procedures in place to ensure high professional standards, promote continuous improvement and safeguard the interests and welfare of course participants. Some of these have already been mentioned, but these also include Educheck, our commitment to access and equity and our approach to assessment.

Educheck

Educheck is a tool developed for Clubs and Branches to:

- remind them of what they need to do to meet minimum RTO compliance requirements; and
- help them to plan for greater sustainability of education within their Club or Branch.

All Clubs and Branches are required to complete Educheck on an annual basis at the end of each season to assist in identifying their own areas of improvement and goals for the future. Information about Educheck will be circulated to Clubs and Branches towards the end of each season.

SLSNSW will work with Branches to provide assistance and guidance on any areas of need.

Access and Equity

All course participants will receive fair and equitable treatment in all aspects of training and assessment activities.

The Academy ensures that:

- the admission process is bias-free and non-discriminatory by:
  - basing admission to courses solely on availability of places and the course participant satisfying any pre-requisite requirements; and
  - providing course participants with adequate information and support to enable them to select the most suitable courses for their needs.

- the learning environment is supportive and conducive to learning by:
  - making reasonable adjustments to support those with identified additional needs;
  - providing information to course participants, encouraging awareness of the support services available ;
  - setting out standards of behaviour for course participants and Academy Volunteers in its 'Code of Conduct'; and
  - having policies and procedures in place for preventing harassment and discrimination of course participants.

- all training courses and associated resources are inclusive of a range of course participant needs by:
  - considering issues relating to access and equity when specifying course pre-requisite requirements;
  - offering flexible course design where possible that provides multiple entry and exit points or pathways, including credit transfer and RPL;
  - providing inclusive and non-discriminatory learning materials; and
  - providing course participants without online access with information through other forms of media according to needs.

- the assessment process is fair, valid, reliable and consistent by:
  - providing course participants with adequate information on course assessment prior to enrolment;
  - making reasonable adjustments to assessment to meet course participant needs whilst still maintaining a high quality, valid and consistent process;

- o giving course participants the right to complain about an assessment decision or about Academy Volunteers and, if required, appeal the result of the complaint; and
- o giving all course participants an equal opportunity to demonstrate competence.

Assessment

Course participants are entitled to undertake assessments in conditions that are free of disruption from Academy Volunteers and other course participants, except where Academy Volunteers are conveying information relevant to conducting the assessment.

If a course participant or Academy Volunteer engages in disorderly, offensive or aggressive conduct during an assessment, they will be required to leave. This may affect the result they receive in their assessment.

Where a person gives another person an unfair advantage or disadvantage in any assessment situation, including an examination, this is considered malpractice by the Academy.

Where a course participant uses the words or ideas of others and presents them as their own (either by deliberately cheating or by accidentally copying from a source without acknowledgement), this is considered plagiarism by the Academy.

If a course participant engages in malpractice or plagiarism, they will be liable to disciplinary action. The penalties for malpractice or plagiarism range from being assessed as Not Yet Competent in the course, to exclusion from further Academy training courses for a specified period of time.

Assessments, regardless of whether through a learning and assessment pathway or an assessment-only / RPL pathway:

- comply with the Assessment Guidelines included in the applicable nationally endorsed Training Package ;
- lead to the issue of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package;
- comply with the Principles of Assessment and Rules of Evidence;
- provide for course participants to be informed of the context and purpose of the assessment and the assessment process;
- where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace, and cover all aspects of performance, including task skills, task management skills, contingency management skills and job role environment skills;
- involve the evaluation of sufficient evidence to enable objective judgments to be made about whether competency has been attained;
- provide for feedback to course participants about the outcomes of the assessment process and guidance on future options;
- are equitable and inclusive for all persons, taking into account all needs that may affect a persons' ability to effectively perform the assessment in a way that is a true representation of their ability; and
- will provide for reassessment following a complaint or appeal, where the result is in favour of the person raising the complaint or appeal.

Our approach to assessment ensures that the consistency in assessment involves the achievement of comparable outcomes. The Academy will validate its assessment strategies by reviewing, comparing and evaluating the assessment process, tools and evidence contributing to judgements made by a range of Academy Volunteers against the same competency standards.

Course Participant Support

Inclusive course design and materials

The Academy's course design is flexible and allows for reasonable adjustments, multiple entry and exit points and pathways within the course.

If a course participant requires any assistance with language, literacy, numeracy or with learning more generally, the Academy may be able to support either directly, or by referring the course participant to learning support services. If a course participant does require any assistance, they have been asked to advise the Academy at the time of enrolment.

Reasonable adjustments

If a course participant has a learning difficulty or a disability of any other nature, it may be possible to make reasonable adjustments to ensure that they are not presented with any unnecessary barriers to achieving their learning goals.

Reasonable adjustments can be administrative, physical or procedural; they may include the use of technology, educational support, alternative methods of assessment and individual assessment conditions, such as enlarged print material, scribes or additional time for assessment.

Course participants are asked to inform the Academy of any disabilities that may require reasonable adjustments to be made at the time of enrolment.

Discrimination, bullying & harassment

SLSNSW does not tolerate discrimination, bullying or harassment of any kind, under any circumstance. If you witness any form of discrimination and / or harassment, you are required to report it using the complaints process outlined below (page 33).

Discrimination occurs when someone is treated poorly because of personal characteristics. Discrimination, bullying and harassment may involve:

- offensive jokes or comments;
- the display of pictures or posters which are offensive or derogatory;
- expressing negative stereotypes of particular groups;
- using stereotypes or assumptions to guide decision making about a person's career or abilities;
- judging someone on their political or religious beliefs rather than their performance; or
- undermining a person's authority or work performance due to dislikes of one or more of their personal characteristics.

Harassment is any offensive, threatening or abusive behaviour that is directed to intimidate an individual or group. This may include verbal harassment, such as teasing, or physical harassment, such as pushing an individual or interfering with their belongings or equipment.

Sexual harassment is a particular form of harassment that can take any form of unwelcome sexual attention. This includes unwelcome physical contact, crude remarks, remarks with sexual connotations, crude jokes, requests for sexual favours, leering or the display of offensive material.

Any person who is proven to have discriminated or harassed another course participant or Academy Volunteer may face disciplinary measures. Disciplinary action will also be taken against a person who victimises a person involved in making a complaint.

Academy Volunteers must ensure that all persons on site (including visitors) are treated equitably and are not subject to discrimination, bullying or harassment. They must also ensure that people who make complaints, or witnesses, are not victimised in any way.

Any person who believes they are being discriminated against should lodge a complaint in accordance with the complaints process detailed in this Handbook (page 33).

Refund policy

Surf Life Saving NSW has a refund policy (outlined in the *Academy Participant Handbook*) which is applicable to paying course participants only. It does not apply to participants who have received complimentary training or Club/Branch funded training.

Complaints and Appeals

We hope that everyone who comes into contact with the Academy will have a positive experience. However, it is inevitable that on occasion, incidents may occur that lead to a complaint.

Complaints may be made about assessment outcomes or about the conduct of the Academy, Academy Volunteers or course participants.

Complaints should be made in the first instance to the CTO or DOE. SLSA Policy 6.06 (Grievance Procedure) outlines the steps that the CTO or DOE will take to resolve the compliant, including referral of the complaint to an SLSA grievance handler under the Procedure.

If you do not feel comfortable making a complaint to your CTO or DOE for whatever reason, you may make the complaint to your Club or Branch Member Protection Information Officer, Grievance Officer or President, copying in education@surflifesaving.com.au (so that support can be provided by Academy staff).

Appeals are available to any complainant who feels the complaints process was not followed, or who is dissatisfied with the outcome of their complaint.

All complaints and appeals will be handled following the principles of natural justice and procedural fairness.

Complaints process

If you wish to make a complaint, you should in the first instance try to resolve the issue informally by speaking directly with the person concerned. However, if you are not comfortable with doing this or if your issue remains unresolved after taking this action, you may make a formal complaint to your CTO or DOE.

Complaints are to be made within 14 days of occurrence of the incident considered to have caused the grievance.

Any complaint lodged under this policy will be acknowledged in writing (preferably by email) within 14 days of receipt of the complaint.

The outcome of that review will be notified to the complainant in writing by the Academy within 60 days of acknowledgement of receipt of the complaint.

If the grievance handler considers that more than 60 calendar days are required to process and finalise the compliant, the complainant will be informed in writing (including reasons why more than 60 days are required) and will regularly update the complainant on the progress of the matter.

Appeal process

Where a complaint has not been resolved to the satisfaction of all parties, an appeal may be lodged with the Academy Education Manager (education@surflifesaving.com.au).

Appeals must be lodged within 14 days of the date of advice of the outcome of the initial complaint.

Any appeal lodged under this policy must be acknowledged in writing (preferably by email) by the Academy Education Manager within 14 days of receipt of the appeal.

A review of the appeal will be conducted by the Academy Education Manager or their appointed delegate, in consultation with appropriate SLSNSW staff and/or Academy Volunteers.

The outcome of that review will be notified to the appellant in writing within 60 days of receipt of the appeal.

If the appeal handler considers that more than 60 calendar days are required to process and finalise the appeal, the appellant will be informed in writing (including reasons why more than 60 days are required) and will regularly update the appellant on the progress of the matter.

Further action

If, having gone through the complaints and appeals process, there remains dissatisfaction with the result on the part of the complainant, a request in writing must be made to the Academy Education Manager (education@surflifesaving.com.au) requesting referral of the matter to an independent consultant.

The Academy uses an external independent consultant for this purpose, and will refer any outstanding matters to the independent consultant for resolution.

The independent consultant is Gabrielle Deschamps of Roubaix Consulting Pty Limited.

There is a cost payable for the referral of a matter to the independent consultant. This cost is $1,200 per day (plus GST) at current rates (as at June 2015), and this amount will be payable by the person requesting the referral to the independent consultant. There will be a minimum charge of one day for this service, and the fee may increase, dependent upon the time required for the independent consultant to review the complaint, appeal and possible investigation of the initial grievance.

The decision of the independent consultant will be final.

Recording complaints and appeals

CTOs and Branch DOEs are required to keep a log of any complaints received. They must also inform the Academy Education Manager (education@surflifesaving.com.au) of any complaints, and keep him/her up to date with the outcome.

The Academy Education Manager will keep a record of any complaints or appeals received.

Appendix 1: Chief Training Officer

Position:	Chief Training Officer (CTO)
Responsible To:	Club President or Executive and Branch Director of Education
Responsible For:	TAFs and other Club Education personnel
Purpose Statement:	To ensure that Club education meets local lifesaving needs, is of a high and consistent standard and is compliant with Surf Life Saving / RTO policies and procedures.
Delegations:	Recommend to Executive any purchases required for training and education of members.

Key Areas of Responsibility:

Note that some responsibilities can be delegated to an appropriate person (i.e. through role sharing/ developing an Education Team). The Director of Education must be informed of any delegations.

Continuous Improvement:

- Demonstrate a commitment to continuous improvement.
- Understand and follow all education policies and procedures as outlined in the **Academy Volunteer Handbook**.
- Conduct regular meetings with TAFs and ensure that any improvement requests are discussed. Ensure **Education Meeting Notes** are forwarded to Branch Director of Education.

Club Education Management

- Ensure that the Club Education structure meets the needs of the Club.
- Work with Club President, Club TAFs and Branch Director of Education to develop a Club Education Development Plan using outcomes from the Club sustainability process, Educheck process and any other relevant local, state or national information.
- Develop and co-ordinate the Club Education Calendar in consultation with the Club Captain to ensure that minimum patrol requirements are met.
- Complete the Club Educheck on an annual basis and ensure that recommendations from the process are implemented.
- Ensure Club attendance and participation at Branch Education Meetings.
- Identify members with the potential to take on the Chief Training Officer role in the future and provide them with experiences to help build their knowledge, skills and confidence.

Education & Training Team

- Ensure there are sufficient TAFs to deliver required courses to meet the Club's minimum patrol requirements.
- Promote TAF roles within the Club and work with the Branch Director of Education to support them through the endorsement process.
- Ensure that all TAFs are provided with the opportunity to train and assess according to their TAF awards to support the re-endorsement process.
- Encourage TAFs to participate in the delivery and assessment of advanced awards.

- Identify and recommend potential Mentors to, assist with Club education to, the Branch Director of Education.
- Ensure that Trainers and Assessors are inducted into their role through the mentoring process.
- Conduct TAF Reviews on endorsed TAFs to support their ongoing professional development.

Club Education

- Co-ordinate the delivery and assessment of Club courses as required, ensuring that the most current forms and training and assessment resources have been used.
- Provide feedback on any resources to Branch Director of Education.
- Share ideas for creative delivery methods with other TAFs and at Branch Education Meetings.
- Inform the Branch Director of Education of planned training and assessments so that probationary and/or additional TAFs can be allocated if practical/necessary.
- Promote and encourage participation in advanced awards in line with Club Development Plan.
- Work with the Branch Director of Education to co-ordinate and deliver upgrades as required.
- Work with the Branch Director of Education to enrol Club members in to Branch delivered courses.
- Work with the Club Executive to implement an effective and efficient annual skills maintenance process.

Administration

- Process assessment requests as required for awards and skills maintenance in a timely manner (as outlined in the Academy Volunteer Handbook).
- Retain required paperwork for specified length of time (as outlined in the Academy Volunteer Handbook).
- Ensure that awards are presented to members in a timely fashion and that invoices are paid.

Other

- Stop any training or assessment activity that is unsafe, or is in breach of any of the Academy policies and processes. Manage these situations accordingly.
- Handle complaints made to you in line with the Academy complaints process, ensuring that the Academy Education Manager is notified of all complaints received.
- Participate as a member of the Club Management/Executive Committee.

Skills / Experience / Personal Qualities required:

- Prior or current experience as a TAF/Mentor within SLS (Highly Desirable)
- Certificate IV Training & Assessment (Highly Desirable)
- IT literacy (Essential)
- Excellent communication and interpersonal skills (Essential)
- Ability to manage adults effectively and to provide them with leadership (Essential)
- Ability to work as part of a team (Essential)
- An understanding of the needs of adult volunteers (Essential)
- An understanding of vocational education and training (VET), specifically as it applies to the not-for-profit context (Desirable)

Appendix 2: Branch Director of Education

Position:	Branch Director of Education (DOE)
Responsible To:	Branch President or Executive
Responsible For:	Chief Training Officer/s (CTOs), Trainers, Assessors, Facilitators and Mentors
Purpose Statement:	To ensure that education within the Branch meets the needs of its Surf Life Saving Clubs, is of a high and consistent standard and is compliant with Surf Life Saving / RTO policies and procedures.
Delegations:	Recommend to Executive purchases for Clubs and Branches necessary for maintaining quality education and training.

Key Areas of Responsibility:

Note that some responsibilities can be delegated to an appropriate person (i.e. through role sharing/ developing an Education Team). The Academy Support Officer must be informed of any delegations.

Continuous Improvement

- Demonstrate a commitment to continuous improvement in education.
- Understand and follow all education policies and procedures as outlined in the **Academy Volunteer Handbook.**
- Review Training Course Reports, Participant Evaluation Forms and any improvement requests, discussing relevant points with relevant CTOs and/or at Branch Education Meetings as required.
- Conduct regular meetings (at least four per year) with CTOs (and mentors/TAFs as appropriate) and ensure **Education Meeting Notes** are forwarded to Academy Support Officer.

Branch Education

- Ensure that the Branch Education structure meets the needs of the Branch.
- Work with Branch President, Club Presidents, Chief Training Officers and Academy Support Officer to develop a Branch Education Development Plan using outcomes from Club sustainability process, Educheck process, Trainer, Assessor & Facilitator (TAF) Baseline Survey and any other relevant local, state or national information.
- Develop and co-ordinate the Branch Education Calendar in consultation with the Branch Director of Lifesaving to meet the lifesaving needs of Clubs.
- Complete the Branch Educheck on an annual basis and ensure that recommendations from the process are implemented.
- Work with State staff to develop and co-ordinate upgrade plans for Branches.
- Ensure attendance at annual State Education Meeting and at state Education teleconferences as required.
- Identify members with the potential to take on the Director of Education role in the future and provide them with experiences to help build their knowledge, skills and confidence. Encourage CTOs to do the same within Clubs.

Support for Clubs

- Work with Clubs to promote, encourage participation in and deliver/assess advanced awards in line with Branch / Club Development Plans.
- Induct new Chief Training Officers into the Academy Volunteer Handbook and promote education processes, procedures and practices to all Clubs.
- Support Clubs with the completion of the Educheck and ensure they are supported to implement recommendations from the process.
- Share state-provided award data with Clubs on an annual basis to support training needs analysis.
- Work with Academy Support Officers to ensure Clubs are supported to develop and implement an Education Development Plan, acknowledging that they may need Branch support to achieve some of their priorities.
- Support Club training and assessment through the allocation of probationary and/or additional TAFs if practical/necessary.
- Support Clubs as required to implement an effective and efficient skills maintenance process.

Trainers, Assessors & Facilitators (TAFs)

- Manage the endorsement process for new TAFs, ensuring applications for Facilitator roles are forwarded to state for endorsement.
- Work with Clubs to effectively manage the mentor program, including identifying, inducting, supporting and assigning mentors.
- Work with Academy Support Officers to manage the re-endorsement process for existing TAFs, including providing relevant professional development opportunities for TAFs as required.
- Ensure that new TAFs are inducted into their role through the mentoring process.
- Work with Director of Member Services and Chief Training Officers to:
    - identify and support Club recruitment and retention needs specifically in relation to TAF and Chief Training Officer roles; and
    - encourage Clubs to ensure their Training Teams are diverse, representing the Club membership.

Administration

- Review course/assessment paperwork for all courses ensuring that Academy policies and procedures have been followed and that the most current forms and training and assessment resources have been used. Discuss any relevant items (positive or negative) with relevant CTOs.
- Process assessment requests in SurfGuard for awards and skills maintenance as required.
- Retain required paperwork for specified length of time (as outlined in Academy Volunteer Handbook).

Other

- Stop any training or assessment activity that is unsafe, or is in breach of any of the Academy policies and processes. Manage these situations accordingly.
- Handle complaints made to you in line with the Academy complaints process, ensuring that the Academy Education Manager is notified of all complaints received.
- Participate as a member of the Branch Management/Executive Committee.

Skills / Experience / Personal Qualities required:

- Certificate IV Training & Assessment (Highly Desirable)
- Prior or current experience as a TAF or Chief Training Officer within SLS (Desirable)
- Excellent communication and interpersonal skills (Essential)
- Ability to manage adults effectively and to provide them with leadership (Essential)
- Ability to work as part of a team (Essential)
- IT literacy (Essential)
- An understanding of the needs of adult volunteers (Essential)
- An understanding of vocational education and training (VET), specifically as it applies to the not-for-profit context (Desirable)

Appendix 3: Trainer

Position:	Trainer
Responsible To:	Chief Training Officer (CTO) – endorsed by Branch Director of Education (DOE)
Responsible For:	Course Participants
Purpose Statement:	To improve and maintain the competence and confidence of Club members by transferring vital knowledge and skills through quality education, whilst adhering to Academy policies, procedures and best practice principles.

Key Areas of Responsibility:

Continuous Improvement

- Demonstrate a commitment to continuous improvement.
- Understand and follow all education policies and procedures as outlined in the **Academy Volunteer Handbook.**
- Contribute to continuous improvement by making improvement recommendations to the CTO or DOE when they become apparent.
- Access the pre-season update and complete required skills maintenance on an annual basis.
- Attend a state-supported professional development workshop once every year or complete the VET Logbook to track you professional development.
- Attend Club and Branch meetings (as required).

Course Delivery

- Conduct training as agreed with the CTO.
- Competently undertake training activities, ensuring a safe and supportive training environment that meets all SLSNSW requirements and is conducive to learning.
- Develop a stimulating learning environment by using a variety of styles, techniques and approaches to present subject matter and practical techniques.
- Ensure all course participants understand the expected outcomes as per course requirements, and are informed of the training and assessment methods that will be used.
- Ensure that course participants are prepared for any assessments.
- Conduct training using only SLSA & SLSNSW endorsed resources.

Course Administration

- Complete and distribute the **Participant Joining Instructions** before each course.
- Ensure each course participant completes a **Training Enrolment Form** in its entirety before each course.
- Ensure a **Training Course Report** is completed fully for each course.
- Provide each course participant with a **Participant Evaluation Form** at the end of each course.
- Ensure that all required course paperwork is sent to the DOE within 14 days of final assessment (find out from Branch what paperwork is required).
- Assist in the completion of Member Incident Reports (if required) for training activities.

Other

- Stop any training or assessment activity that is unsafe, or is in breach of any of the Academy policies and processes. Inform the CTO as soon as is practicably possible.
- Ensure risk assessments are completed in line with the Guidelines for Safer Surf Clubs and SLSA's Water Safety Policy.

Skills / Experience / Personal Qualities required:

- Hold TAEDEL301A Provide work skill instruction and BSBCMM401A Make a Presentation (Essential)
- Hold (and be proficient) in the award that you intend to deliver (Essential)
- IT literacy (Essential)
- Excellent communication and interpersonal skills (Essential)
- Ability to work as part of a team (Essential)
- An understanding of the needs of adult volunteers (Desirable)
- An understanding of vocational education and training (VET), specifically as it applies to the not-for-profit context (Desirable)

Appendix 4: Assessor

Position:	Assessor
Responsible To:	Branch Director of Education
Responsible For:	Course Participants
Purpose Statement:	To improve and maintain the competence and confidence of Club members by evaluating the skills and knowledge of course participants in in units of competency or qualifications, whilst adhering to Academy policies, procedures and best practice principles.

Key Areas of Responsibility: Taken from the Club Guide

Continuous Improvement

- Demonstrate a commitment to continuous improvement.
- Understand and follow all education policies and procedures as outlined in the **Academy Volunteer Handbook.**
- Contribute to continuous improvement activities by making improvement recommendations to your CTO or DOE when they become apparent.
- Access the pre-season update and complete required skills maintenance on an annual basis.
- Attend a state-supported professional development workshop once every year or complete the VET Logbook to track you professional development.
- Attend Club and Branch meetings (as required).

Course Assessment

- Conduct assessment as agreed with the CTO or DOE.
- Competently undertake assessment activities to determine participant competence.
- Ensure assessment complies with the Principles of Assessment and Rules of Evidence, as well as with SLSNSW's approach to assessment (outlined in the Academy Volunteer Handbook).
- Ensure a supportive assessment environment that meets all SLSNSW requirements and is conducive to learning.
- Ensure course participants understand assessment activity requirements and expected outcomes as per course requirements.
- Conduct assessment using only SLSA & SLSNSW endorsed resources.
- Complete **Assessment Feedback Forms** for participants who are assessed as Not Yet Competent (NYC).

Course Administration

- Ensure that attendance records are maintained for all assessments (using the **Training Course Report** where possible).
- Accurately mark all assessments and record all outcomes using the **Assessment Portfolio** (in the Learner Guide)
- Contribute to the completion of **Training Course Reports** for all courses.
- Ensure that completed **Assessment Portfolios** (and attendance records where relevant) are sent to the DOE (or lead Trainer/ Facilitator) within 14 days of final assessment.

- Assist in the completion of Member Incident Reports (if required) for assessment activities.

Other

- Stop any training or assessment activity that is unsafe, or is in breach of any of the Academy policies and processes. Manage these situations accordingly.
- Ensure risk assessments are completed in line with the Guidelines for Safer Surf Clubs and SLSA's Water Safety Policy.

Skills / Experience / Personal Qualities required:

- Hold TAEASS401B Plan assessment activities and processes, TAEASS402B Assess competence and TAEASS403B Participate in assessment validation (Essential)
- Hold (and be proficient) in the award that you intend to assess (Essential)
- IT literacy (Essential)
- Excellent communication and interpersonal skills (Essential)
- Ability to work as part of a team (Essential)
- An understanding of the needs of adult volunteers (Desirable)
- An understanding of vocational education and training (VET), specifically as it applies to the not-for-profit context (Desirable)

Appendix 5: Mentor

Position:	Mentor
Responsible To:	Branch Director of Education
Responsible For:	Probationary Trainers, Assessors and/or Facilitators (TAFs)
Purpose Statement:	To improve and maintain the high standards of TAFs using mentoring skills to guide them through Academy policies, procedures and best practice principles.

Key Areas of Responsibility:

Probationary TAFs

- Induct probationary TAFs into all Academy policies, processes and procedures, and introduce them to the network of people who can support them.
- Support probationary TAFs in understanding their role and responsibilities.
- Support probationary TAFs in understanding how to use and locate relevant Academy resources.
- Competently assist the probationary TAFs in the preparation and delivery/assessment of courses, providing one-on-one feedback throughout.
- Assist probationary TAFs to develop into an educator who can work independently while remaining an effective team member.

Administration

- Assist the probationary TAF to complete and submit a **TAF Endorsement Kit** to the Branch, including completing Mentor Observation Checklists as required.
- Ensure the Mentee maintains accurate records and completes all course paperwork as outlined in the Academy Volunteer Handbook.

Other

- Assist the Director of Education if required with the implementation of new/revised resources for TAFs.

Skills / Experience / Personal Qualities required:

- Be a currently endorsed TAF for the award they wish to mentor (Essential)
- Have held that TAF position for more than one year (Highly Desirable)
- Possess an excellent knowledge of the Academy resources, policies and procedures (Essential)
- Consistently adhere to Academy policies and procedures (Essential)
- Receive consistently high evaluation reports from course participants (Essential)
- Have a sound understanding of vocational education and training (VET) (Essential)
- Certificate IV Training & Assessment (Highly Desirable)