FACILITATIVE LEADERSHIP PROGRAM

PARTICIPANT HANDBOOK 2014

GLOBAL INSTITUTE FOR FACILITATIVE LEADERSHIP

A Registered Training Organisation
National Provider 52360
www.ToP-GIFL.com

Welcome to the ToP Global Institute for Facilitative Leadership

The ToP Global Institute for Facilitative Leadership is a
Registered Training Organisation (National Provider 52360),
offering nationally accredited training for the awards of:
10443NAT Diploma of Facilitative Management
10444NAT Graduate Diploma of Facilitative Leadership

This training is available across Australia and internationally.

NATIONALLY RECOGNISED TRAINING

Participant Handbook

Please read this Participant Handbook carefully. It contains information to help you to:

- achieve success with your course
- understand your rights and obligations
- understand the ToP Global Institute for Facilitative Leadership (ToP GIFL) and our standards
- know where to access more information

We hope that your training with the ToP Global Institute for Facilitative Leadership will be enjoyable and productive.

Please let us know if you experience any difficulties during your course, so that we can take action to assist you.

Our aim is for you to achieve high levels of competency in your chosen skills and we will assist you flexibly and fairly to achieve your goals.

If you have any questions after reading this Participant Handbook and Course Booklet, please consult your trainer.

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1 COURSE AND PROGRAM BACKGROUND

1.1 ToP Facilitative Leadership Program

The Technology of Participation (ToP) is a people-centred, results-driven leadership approach with widely tested and proven process *tools and methods,* supported by a body of *knowledge* and *values*.

The ToP Facilitative Leadership Program (FLP) enhances the understanding, capability and performance of participants, in a highly participatory, experiential and learning-centred atmosphere.

Going beyond tools and techniques, it enables practical application of essential theoretical foundations and ethical principles to underpin the effectiveness of a facilitative leader.
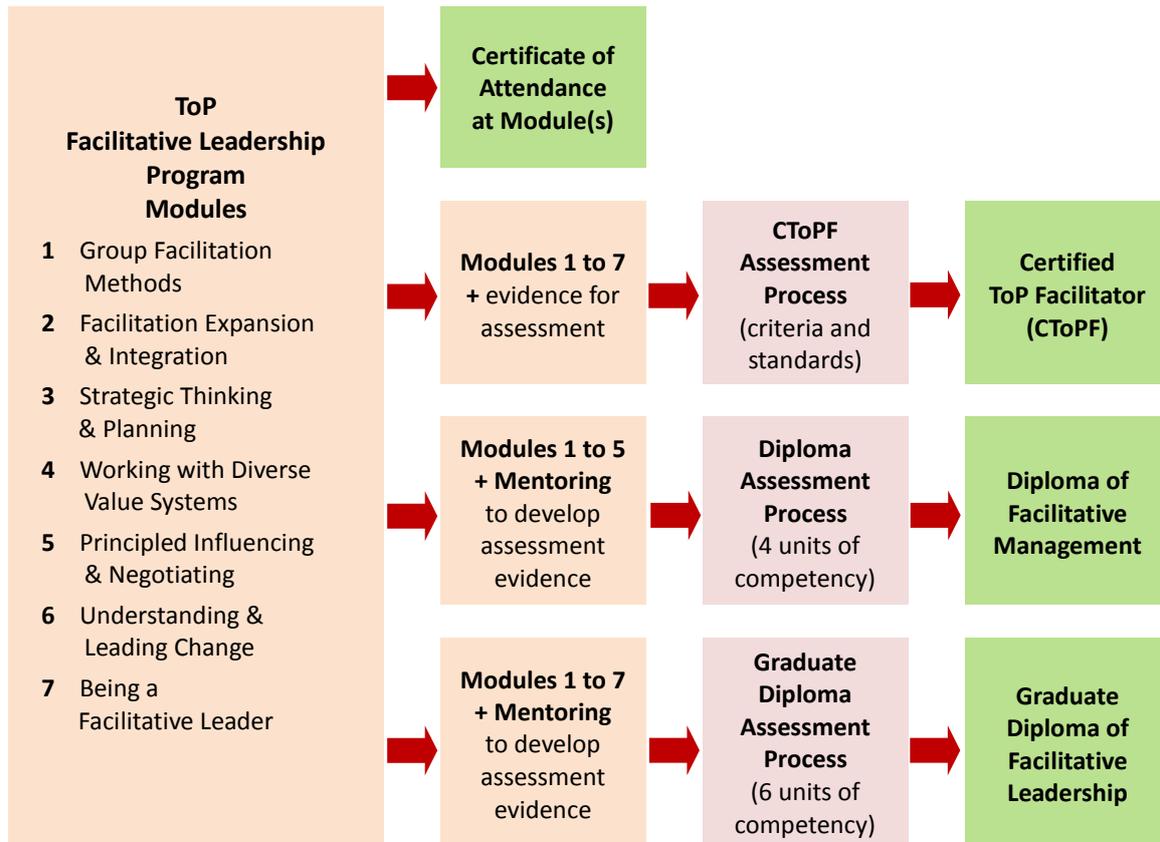
The program content is delivered through seven two-day workshop (face-to-face) modules, which may be offered in different combinations e.g. three modules may be presented in two three-day sessions:

1	Group Facilitation Methods	Applying fundamental methods to a range of contexts and participants, examining underlying dynamics for deeper understanding & confidence
2	Facilitation Expansion & Integration	Integrating complementary tools for adapting to a wide variety of situations, with design to create high impact facilitation events
3	Strategic Thinking & Planning	Facilitating movement from initial uncertainty to clear purpose and commitment, generating practical steps, momentum and ownership
4	Working with Diverse Value Systems	Appreciating and embracing different ways of thinking, learning and communicating
5	Principled Influencing & Negotiating	Bridging differences, escaping drama, transforming conflict, building cooperative relationships, and developing agreement and commitment
6	Understanding & Leading Change	Catalysing, initiating or responding to change, examining styles of change leadership and methods and designing a change intervention
7	Being a Facilitative Leader	Facilitating transformation of cultures, structures and practices, finding purpose and meaning as a leader of transformation and change

Interactive delivery is by highly experienced facilitators who are active in corporate, government and not-for-profit settings, and who have demonstrated skills in adult education and learning support.

1.2   Program pathways

The program offers participants a range of pathways and levels of engagement:

ToP Facilitative Leadership Program Modules

1 Group Facilitation Methods
2 Facilitation Expansion & Integration
3 Strategic Thinking & Planning
4 Working with Diverse Value Systems
5 Principled Influencing & Negotiating
6 Understanding & Leading Change
7 Being a Facilitative Leader

→ **Certificate of Attendance at Module(s)**

Modules 1 to 7 + evidence for assessment → **CToPF Assessment Process** (criteria and standards) → **Certified ToP Facilitator (CToPF)**

Modules 1 to 5 + Mentoring to develop assessment evidence → **Diploma Assessment Process** (4 units of competency) → **Diploma of Facilitative Management**

Modules 1 to 7 + Mentoring to develop assessment evidence → **Graduate Diploma Assessment Process** (6 units of competency) → **Graduate Diploma of Facilitative Leadership**

Negotiations are currently underway with universities on potential articulation of the Graduate Diploma to higher postgraduate awards.

1.3   Diploma of Facilitative Management and Graduate Diploma of Facilitative Leadership

1*0443NAT Diploma of Facilitative Management* is designed for people who use group facilitation processes as one part of their everyday roles to manage collaboration, consultation or engagement e.g. executive officers, community development officers, relationship managers, extension officers, and coordinators.

10444NAT Graduate Diploma of Facilitative Leadership is designed for people for whom facilitative leadership is a major part of their roles e.g. high-level change agents, senior managers and consultants, who may have a high level of responsibility and accountability for leading change interventions.

Entry Requirements

For either the Diploma or Graduate Diploma, learners should have a relevant qualification *and/or* relevant vocational experience, e.g. in facilitation, management, leadership, organisational development, human resource management, or training.

Learners should also have sound skills in written and oral communication, literacy and numeracy.

Course Requirements and Assessment Overview

Face-to-face training requirements are different for each award, with the Diploma requiring completion of Modules 1 to 5 of the ToP Facilitative Leadership Program, and the Graduate Diploma requiring completion of Modules 1 to 7.

Units of competency are different for each award, and assessment for the Graduate Diploma requires more project work to be undertaken at a higher level than for the Diploma.

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Refer to the Course Assessment Plan for details of competency elements and performance criteria. These are also listed in participant manuals for related Modules.

Assessment processes require a portfolio of evidence to demonstrate competence, and may comprise activities and exercises based on actual and/or simulated scenarios.

Strategic Overview of Pathway Requirements

People may choose to follow different pathways through learning and assessment - non-vocational, CToPF, one of the awards.

For consistency, ToP FLP modules may not be presented in different ways to reflect these different pathways.

Distinctions arise from each award requiring different levels of face-to-face learning, and demonstration of competence in different units of competency. In turn this requires different levels of project work to be undertaken and associated evidence to be compiled, and this may require different levels of mentoring.

The strategic overview figure below shows titles only – award candidates need to refer to performance criteria for assessment / RPL against units of competency.

Non-vocational learning including CToPF	10443NAT Diploma of Facilitative Management	10444NAT Graduate Diploma of Facilitative Leadership
ToP FLP Modules	Units of competency	Units of competency
Module 1 Group Facilitation Methods	DFMGFM501A Manage ToP facilitation processes	GFLGFI801A Lead ToP facilitation interventions
Module 2 Facilitation Expansion and Integration		
Module 3 Strategic Thinking and Planning	DFMSTP502A Manage ToP strategic thinking and planning processes	GFLSTP802A Lead ToP strategic thinking and planning
Module 4 Working with Diverse Value Systems	DFMDVS503A Facilitate within diverse value systems	GFLDVS803A Lead within diverse value systems
Module 5 Principled Influencing and Negotiating	DFMPIN504A Facilitate principled influencing and negotiating	GFLPIN804A Lead through principled influencing and negotiating
Module 6 Understanding and Leading Change		GFLSOC805A Lead social and organisational change
Module 7 Being a Facilitative Leader		GFLFVE806A Model the values and ethos of facilitative leadership

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2   CODE OF PRACTICE

2.1   Educational Standards

ToP Global Institute for Facilitative Leadership (ToP GIFL) has developed and will maintain a commitment to high standards in the provision of vocational education and training and other client services. ToP GIFL has policies and management practices to maintain high professional standards in the marketing and delivery of our services and which safeguard the interests and welfare of clients.

ToP GIFL maintains a learning environment that supports the success of participants. We have the capacity to deliver the nominated course(s), provide adequate facilities and use appropriate methods and materials.

ToP GIFL ensures that the following are the minimum elements of our Code of Practice:

Sanction	Refund Policy
Legislative Requirements	Complaint Policy
Quality Management Focus	External Complaint Procedure
Language, Literacy and Numeracy Support	Discipline Policy
Marketing and Advertising	Appeal Policy
Access and Equity	Recognised Prior Learning [RPL]
Training and Assessment Standards	Credit Transfer
Admissions/Enrolment	Assessment Criteria
Fees and Charges	Issue of Certification
Possible Vocational Pathways	Privacy Policy

2.2   Sanction

ToP GIFL recognises that registration as a Registered Training Organisation may be withdrawn if it does not honour the obligations of the Code of Practice.

2.3   Quality Management Focus

ToP GIFL Leadership has a commitment to providing a quality service with a focus on continuous improvement.

ToP GIFL values feedback from participants, tutors, and industry representatives.

Where appropriate, ToP GIFL designs diagnostic assessment instruments specific to participant needs.

2.4   Marketing and Advertising

ToP GIFL will market vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements.

The information provided to clients will have no false or misleading comparisons with other providers or courses.

ToP GIFL marketing strategies will not contravene legislation.

2.5   Guarantee

ToP GIFL will honour all guarantees outlined in our Code of Practice.

3   ADMISSIONS/ENROLMENT

3.1   Client Selection & Recruitment

Participants will be recruited responsibly and ethically at all times and recruitment will be consistent with any training package/product requirements.

ToP GIFL is committed to non-discrimination in any form when recruiting and selecting, and at all times complies with equal opportunity and anti-discrimination legislation.

There may be prerequisites before commencing a program due to health and safety or language requirements or the nature of the program. Appropriately qualified providers will assess the extent to which an applicant is likely to achieve the stated competency standards and outcomes of the course, based on the applicant's qualifications and proficiencies. Participation in training is subject to payment of all fees and charges.

3.2   Enrolment Procedure

A completed enrolment form is to advise all details necessary to register you as a participant.
All questions should be answered and your signature should appear under the required section.

When a completed enrolment form is received with fees for the course indicated, you are allocated a student identification number by training administration. This participant identification number will be required for any awards to be issued on completion of the course subjects.

If fees are received in full then the enrolment form and the funds are processed. If the fees received are a deposit only, then arrangements for the payment of the balance will be made by training administration.

You are advised of receipt of the completed enrolment form and payment.
A copy of the Participant Handbook and Course Booklet is also provided.

You are advised to read the policies prior to commencement, including assessment procedures, complaint and appeal procedures, and support services.

4   COURSE INFORMATION AND COURSE CONTENT

4.1   Course/Program Information

You will receive the following information prior to commencement:

- enrolment procedures
- course information, including content and vocational outcomes
- competencies to be achieved by trainees
- certification to be issued to the trainee on completion or partial completion of the course
- assessment procedures and arrangements for recognition of prior learning (RPL)
- fees and charges, including refund policy and exemptions (where applicable)
- client support, including any external support for clients
- flexible learning and assessment procedures
- complaints and appeals procedures
- disciplinary procedures; and
- any other information specific to your course.

5 PRICING, CANCELLATIONS & REFUNDS

5.1 Pricing

Course fees are an all-inclusive fee which includes: course enrolment, tuition, manuals, assessment, certification and a non refundable admin fee of 10%.

If any additional charges are required, you will be advised of such charges prior to your making a decision to undertake the course.

You will not incur any additional charges once the course has commenced.

Modules 1 to 7 are available as either tailored 'in-house' events or as public events.

The **recommended retail price** (RRP) per participant for each of these Modules is $1000 for the course fee. GST is not payable on accredited training.

An additional fee of $400 applies to assessment of each unit of competency if required – there is no obligation to undertake assessment. The same fee applies to RPL.

Training providers may apply discounts. These may include (and are not confined to):
- in-house courses where costs of venue and materials are met by the client
- when training and/or assessment is offered for multiple Modules as a 'package' for which participants pay in advance
- for multiple participants from one organisation
- for concession card holders, students or other individuals on a needs basis; or
- where lower venue, transport or materials costs in some locations enable discounts.

The course enrolment form supplied by the training provider specifies the actual fee to be paid, and what is to be provided within the fee.

5.2 Cancellation & Refunds Policy

ToP GIFL applies the following policy in assessing eligibility for credits, refunds and participant substitutions:

- In the event of a training course being cancelled by ToP GIFL, you will be issued a full refund of fees paid in respect of that course, <u>or</u> arrangements will be made for you to attend an alternative course without disadvantage.

- Non-attendance of a course or any part of a course, once you have enrolled, will **not** warrant a refund or credit.

- If you **cancel** your attendance **less than 14 days prior** to the commencement of a course, **no refund will be given** in respect of that course.
  Participant substitution is allowed provided you advise in writing of the substitution prior to the commencement of that course. The substituted participant must complete a course enrolment/registration form prior to attending the course.

- If you **cancel** your attendance **more than 14 days prior** to the commencement of a course, then a refund of 90% of course fees may be granted, subject to completion of a Refund/Credit Application form.

- If you are **unable to complete a course** you have commenced, due to sickness or personal crisis, you may attend the course again subject to availability, with (where appropriate) only day costs (e.g. venue, catering) to be charged. Alternatively, consideration will be given to a refund or credit, subject to an administration fee of not less than 10%.
  In either case, you must complete a Refund/Credit Application Form and attach relevant documentary evidence.

NB: Consideration for any credit or refund of fees is at the absolute discretion of the Company Directors.

Under no circumstances will ToP GIFL accept any responsibility, financial or otherwise, for changes in personal circumstances or work commitments which may occur after enrolment on a course

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6   PARTICIPANT SUPPORT & EXTERNAL SUPPORT

6.1   Participant Services

ToP GIFL has sound management practices to ensure effective participant services.

ToP GIFL has operational standards to ensure timely issuance of training assessments, results and qualifications. These are appropriate to competence achieved and issued in accordance with National guidelines.

All participant records and documentation are recorded, kept confidential and securely archived. Records are kept in safe custody, with access restricted to authorised providers and staff. Participants can access their files by request, in writing with 14 days notice.

All relevant organisational documents carry a version number and date. Records of updated version numbers are kept on file.

ToP GIFL participant information will ensure that all fees and charges are known to participants prior to enrolment. Participants are advised of course content, outcomes, and assessment procedures before training commences.

ToP GIFL quality focus includes – access and equity, recognition of prior learning, fair and equitable refund policy, complaint policy, appeal policy and complaint procedure.

6.2   Language, Literacy & Numeracy Support

All participants have the option to be assessed in order to ascertain if their Literacy and Numeracy skills are sufficient to successfully undertake the training program. This is usually via interview or completion of an exercise contained in the proposed training program.

Those who require further assessment or remedial support will be referred to a qualified expert. Any costs incurred will be the responsibility of the participant.

7   FLEXIBLE LEARNING

7.1   Training and Assessment Standards

ToP GIFL has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered.

Adequate training materials and physical resources are utilised to ensure the learning outcomes of the training product can be achieved.

All assessment processes are valid, reliable, flexible and fair. Assessment will meet the National Assessment Principles including recognition of prior learning and credit transfer. Participants are advised of assessment requirements before training commences.

Appeals procedures are in place for participants who are not satisfied with assessment or training.

7.2   Flexible Learning

ToP GIFL is committed to providing participants with flexibility in their learning by taking their personal situations into consideration to: (a) maximise learning outcomes, and (b) optimise access to learning activities. Any flexible arrangements must at all times adhere to the course assessment standards and requirements.

Participants should initially discuss possible flexible arrangements with their trainer.

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8   ASSESSMENT

8.1   Assessment

ToP GIFL applies the principles of validity, reliability, fairness and flexibility in all assessments.

The objective of assessment is for the participant to show that they have achieved the required competencies. **Competency** means: *being able to perform a task to a pre-defined industry standard consistently and repeatedly.*

A qualification can be awarded after all required units of competency are completed and a Statement of Attainment is issued.

To receive a Statement of Attainment, a participant needs to complete the **Assessment** for each Module or unit. A fee is payable for undertaking Assessment.

Participants may be assessed by one or more of the following methods:

- **Observation** – the completion of a specified task or set of procedures, normally performed under close supervision, using a detailed checklist
- **Oral questioning** – a response is provided to a series of questions presented in order to demonstrate understanding of principles or reasoning behind the action taken
- **Case study** – an opportunity to display problem solving and decision making skills is provided in a simulated context
- **Multiple choice** – a question or incomplete statement followed by several options (usually 4 – 5) from which the trainee selects the appropriate answer/s
- **Written short answer** – a written response item consisting of a question/s with answers of a single word, a few words, a sentence, or a paragraph
- **Project** – an exercise or investigation based on a real life situation, generally requiring a significant part of the work being carried out without supervision, and involving the completion of interim and final project reports
- Or **any other method outlined in the course information**

Participants will be advised of the assessment methodology before training commences.

8.2   Evidence

The Assessment process requires a **Portfolio of Evidence** to demonstrate achievement of competency, and may comprise activities and exercises based on actual and/or simulated scenarios.

The portfolio of evidence generally needs to be submitted within 90 days after you begin the assessment process. It can be submitted electronically or in hard copy, and requires a covering email or letter stating that the applicant is the author of the work being submitted.

All candidates need to assemble **multiple sources of evidence**. This is likely to include a mix of:

- Presentation of understanding – written or oral (interview or recorded)
- Documentation of a full cycle of facilitating/leading: a plan or design, implementation, outputs, feedback/evaluation, and reflective learning
- Observation of performance (live or video)
- Testimonials from participants, colleagues, peers, manager or clients
- Reflections by the candidate, explaining rationale for choices made, and demonstrating learning and changes made in practice.

All evidence will be assessed against principles of:

- *Validity:* it relates directly) to the unit of competency, and demonstrates relevant skills & knowledge at the required standard

- *Sufficiency:* it includes all critical aspects of performance criteria in the unit(s) of competency, demonstrates competency over a period of time and in different contexts, and includes multiple forms of evidence

- *Authenticity:* each piece of evidence is clearly identifiable as your own work and is dated and referenced; where it is part of teamwork, your specific role is clearly defined; qualifications, references, licenses etc are certified as true copies of original documents; verbal or written accounts can be verified by a credible third party and/or supported by documented evidence

- *Currency:* it demonstrates that you can apply the competencies in your current work situation; relying on evidence more than three years old is unlikely to be viewed as adequate

8.3   Assessment Process

The evidence is reviewed and marked by a panel of assessors (usually two) who are qualified and experienced to undertake this role. The assessor panel will generally include one of the course trainers plus an independent person who does not know the applicant, counteracting any potential bias on the part of the trainer.

The assessors mark the submission against established assessment criteria and each independently decides whether or not the applicant meets all of the requirements for the Module. If the assessors have differing views, they may have a conversation with the applicant and may specify additional evidence required to address any perceived gap.

In competency based training no one fails, everyone passes, although more than one step or attempt may be required.

9   RECOGNITION OF PRIOR LEARNING (RPL)

9.1   Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment and acknowledgement process, which recognises your existing competencies (skills and knowledge). You may have acquired these competencies through a combination of life and work experience, informal and formal training and education.

Recognition is a form of assessment - the process of evaluating evidence provided against units of competency (elements and performance criteria) for an accredited course. Evidence may take a variety of forms, including certificates, references, testimonials, feedback, work samples, and your own reflections.

Our Assessors must ensure that evidence is authentic, adequate, valid/relevant, reliable, and current.

Learners who have completed appropriate training or who through prior learning and experience have gained the required skills/competencies stipulated for the modules of the course may be granted credit upon substantiation of that claim.

ToP GIFL advises all candidates of RPL opportunities and procedures on enrolment.

RPL is available for all units. The benchmarks for RPL are the performance criteria for each unit of competency. A candidate may receive recognition for some or all of the competencies required for the course.

Candidates are charged a fee when making application for RPL assessment.

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Evidence for credit of prior learning may include:

- evidence of current competence
- performance, demonstration, or skills test
- workplace or other pertinent observation
- oral presentation
- portfolio, logbook, task book, projects or assignments
- written presentation
- interview; and/or
- simulations.

See the RPL Kit for full details of the process and for the Application Form.

9.2 Credit Transfer

Participants may be entitled to a credit transfer in the following circumstances:

- Successful RPL application
- Completed units of competency from a relevant National Training Package
- Approved units of competency from another Recognised Training Provider

ToP GIFL recognises Australian Qualification Framework qualifications and Statements of Attainment which are issued by any other Registered Training Organisation.

10   ISSUING OF CERTIFICATES

A Certificate of Attendance may be issued where appropriate.

The participant on completion of assessment for a course will be issued with a certificate.
If the participant completes assessment for only one or more modules (not the complete course) a Statement of Attainment will be issued.

The training co-ordinator will locate the participant's confidential file and will verify that the subjects have actually been completed and what assessments have been completed for those subjects.

The training co-ordinator will seek the authorisation of the Director of Assessment and/or CEO.

The training co-ordinator will then issue the certificate and arrange for the CEO to sign the certificate, and have it delivered to the participant.

If the participant is a member of a group then the certificate may be given at a presentation ceremony following completion of the course.

When a participant has completed their nominated course and a certificate has been issued then the participant's confidential file is re-filed numerically by participant number in the archives.

A reference is made of the participant name, participant number and certificate number in the archive filing register.

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11   ACCESS AND EQUITY

11.1 Access and Equity Principles

ToP GIFL will meet the needs of individuals and the community through the integration of access and equity guidelines. ToP GIFL increases opportunities for people to participate in the vocational education and training system, and in associated decisions, which affect their lives.

ToP GIFL ensures that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

ToP GIFL prohibits discrimination towards any group or individuals in any form, including:

- age
- gender
- race, colour, nationality, ethnic or ethno-religious background

- marital status
- sexual preference (actual or presumed)
- pregnancy

11.2 Provider and Staff Responsibilities for Access and Equity

ToP GIFL applies access and equity principles to all programs and provides timely and appropriate information, advice and support services to assist participants to identify and achieve their desired outcomes.

Access and equity issues are considered during training package/product development, and in training delivery and assessment.

ToP GIFL advises relevant personnel of instruments/ strategies implemented to support access and equity requirements. These strategies must be adhered to at all times.

12   HUMAN AND PHYSICAL RESOURCES

12.1 Human Resources

ToP GIFL is committed to a high standard of training through high quality trainers. All trainers have:

- a thorough knowledge of the content of their subjects through formal study and practical on-the-job learning
- extensive experience in industry in their field; and
- qualifications in training and assessment.

Trainers remain current with industry developments through participation in industry training programs, and in ongoing training to enhance their training and assessment skills.

12.2 Physical Resources

Participants have access to or provision of necessary facilities/materials/equipment. These include:

- adequate ventilation, heating/cooling to maintain a temperature at which people can work for sustained periods
- provision of comfortable chairs, designed for use over a sustained period
- adequate lighting for normal viewing, writing and reading and avoiding glare, brightness and competing visual stimuli
- tables that are suitable for writing, and which do not cramp participants for space
- clear sight and hearing from all points and to the point of presentation
- strategically placed power points
- refreshment facilities
- clearly accessible amenities such as toilets
- rooms located away from external noise of a kind likely to disturb proceedings; and
- shape and size of the room(s) and the type of furniture conducive to varied layouts.

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13   COMPLAINTS & APPEALS

13.1   Complaints

In the event that you have a complaint, you should:
- try to resolve the problem with the person concerned
- seek the assistance of your trainer
- consult the training manager
- seek arbitration by a third party acceptable to all parties to the complaint.

If the complaint is still unresolved, ToP GIFL will advise you of external organisations to which you can appeal.

13.2   Appeals

ToP GIFL seeks to prevent appeals on assessment or RPL by ensuring that participants are satisfied with their training product and its outcomes. Personnel are expected to be fair, courteous and helpful in all dealings with participants.

Any complaint about any assessment will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint. The circumstances and results of any appeal are analysed by the Managing Director, and appropriate improvements made to prevent recurrence of the problem.

Appeals must be made within 21 days of receipt of assessment.

All records of any appeals are kept on file.

Appeal Procedure:
- Notify trainer within 21 days
- Trainer and/or manager provide a written statement of outcome within a further 21 days
- Seek reassessment or arbitration by a 3rd party/panel acceptable to all parties to the appeal
- If the appeal is still unresolved, the participant will be notified in writing within 14 days and advised of external organisations e.g. Consumer Affairs or relevant Government Departments that may be able to assist.

13.3   External Appeal & Complaint Procedure

There is an external complaint process available to you if you have exhausted the above procedures and still feel dissatisfied.

This service is offered by the Australian Council for Private Education and Training (ACPET).   If the internal complaint process is unable to resolve the dispute, you will be referred to ACPET by the Managing Director.

You should lodge a written appeal to the Managing Director within 14 days of receiving notice of the outcome of the internal complaint process.

You may also seek legal redress through the usual court processes if you feel unsatisfied.

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14   DISCIPLINARY PROCEDURES

14.1 Discipline Policy

Participants at all times must maintain appropriate behaviour and follow ToP Global Institute for Facilitative Leadership rules.

Penalties for breaches of rules or unsuitable or disruptive behaviour will be imposed depending on the nature and severity of the breach.

In the case of minor breaches, a warning will be given and penalties imposed for subsequent breaches.

In the case of major or repeated breaches, penalties may be imposed immediately and the participant may be requested to leave the course.

All disciplinary matters will be handled by the Managing Director.

14.2 Rules & Regulations

The following apply to all persons, providers, staff and participants:

- An individual's property is to be respected and not interfered with without prior consent.
- Nobody has the right to interfere with another's ability to learn through disruption of classes or harassment of any kind.
- No aggressive physical contact or verbal abuse is to occur between any persons.
- Smoking is not permitted inside training facilities.
- Drinking alcohol is not permitted inside training facilities.
- Eating or drinking is not permitted in any space other than the designated area.
- Clothing and behaviour should be appropriate and not cause offence to anyone.
- Mobile phones are to be turned off during classes.

15   LEGISLATION

ToP Global Institute for Facilitative Leadership identifies and complies with relevant State or Territory laws including Commonwealth or State legislation:

- *Vocational Education and Training Act* (1996) and its amendments
- *Occupational Health and Safety Act* 1991
- *Workplace Injury Management and Workers' Compensation Act* 1998
- *Anti-Discrimination Act* 1991
- *Disability Discrimination Act* 1992
- *Equal Employment Opportunity Act* 1987
- *Vocational Education, Training and Employment Act* 2000
- *Workplace Health and Safety Act* 1995
- *Building Fire Safety Regulation Act* 1991
- *Health (Drugs & Poisons) Regulations* 1996
- Relevant local council regulations (e.g. physical access, hours of operation)

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16   PRIVACY POLICY

Provider and Staff Responsibility

Providers and staff members must be aware of the *Privacy Act* 2001 and its requirements and must at all times ensure participant information remains confidential.

Use and disclosure of personal information

Sensitive personal information will only be collected as required from participants, is treated as confidential within ToP GIFL, and is used for the purpose for which it was collected or for a related purpose. This includes:
- providing the training services
- informing participants about additional or upcoming courses available
- gathering feedback from participants for ToP GIFL market analysis and course development.

ToP GIFL does not disclose sensitive personal information to other parties without permission or instruction from you unless required by Law to do so. If you wish to authorise a third party to access your records please contact the CEO (see Third Party Information Requests below).

Information about participants from third parties

ToP GIFL may need to source or verify information about you from a third party. Wherever possible this will be done with your authorisation, or if not possible, ToP GIFL will inform you when such information is collected.

Receiving marketing information

With your consent, ToP GIFL may provide you with information from time to time about new courses available to you.

Your consent to this is included in module registration. You may notify ToP GIFL that you do not wish to receive this information.

Security of personal information

ToP GIFL takes all reasonable steps to protect your personal information by:
- securing all files with personal information in locked cabinets
- only allowing providers and staff members access to personal information
- destroying information after the required retention period
- ensuring computer security at all times by the use of firewalls and up-to-date virus software
- password access to the computer system
- audits of the computer system
- not releasing information to third parties without prior written authorisation.

Rights to access information

Under the Privacy Act, you have the right to access personal information held about you. If the information is incorrect, you have the right to require ToP GIFL to amend the information.

To access this information you are required to contact the CEO and complete a request for access form. The CEO must verify your identity through either presentation of appropriate identification or answering a series of specific targeted questions. The request for access form must be signed by both you and the CEO as an official record of the access and identity verification. There may then be a waiting period of up to 7 days before access can be granted.

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Participant Information Requests

The CEO is responsible for the processing of all requests for participant information from participants.

These requests require the completion of a request for access form and the verification of your identity through either sighting of appropriate photo ID or the correct answering of a checklist of questions derived from your personal details.

These questions are:
- Full Name
- Student Number
- Date of Birth
- Address
- Phone Number

The CEO and you must both sign the request form as an official record of identification.
The CEO may also, if deemed necessary, further ensure your identification through a signature comparison with their enrolment form.

The CEO is to notify you when access is available. The CEO and you must both again sign the form upon access as a record of such access. This form is then to be placed in your file for future reference.

Third Party Information Requests

No provider or staff member is to release any information about you to any third party unless prior written authorisation is obtained from you or disclosure is required by law.

Authorised Third Parties:

You may nominate third parties you wish to access your records. This process is conducted by the CEO, who ensures a third party access form is completed and the security details for the third party obtained. These details will be entered into your file.

Any provider or staff member who receives a request for information from a person claiming to be authorised must verify this authorisation and any related conditions through either a password or question list check prior to releasing any information.

Other Third Parties

Providers or staff members must not release any information to any other third party requesting your information. In this situation the request should be transferred to the CEO who will obtain details of the request and detail these to you to determine whether you wish to authorise access through a written consent form.

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