



Learner Handbook

2024 v1.0



RFS



Document control

Release history

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Related documents

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Service Standard 6.1.3 Training in the Rural Fire Service	4.2
Service Standard 6.1.2 Qualifications for RFS Members	3.6
RFS Guidelines for Recognition of Prior Learning	3.2
RFS Guide for Supporting Members with LLN Needs	1.0
Training Information Booklet	1.0
Service Standard 1.1.7 Code of Conduct and Ethics	4.2
Service Standard 1.1.42 Respectful and Inclusive Workplace	2.0
Work Health and Safety Act 2011	2011 No 10
The National Vocational Education and Training Regulator Act 2011	2011
Vocational Education and Training Quality Framework	
Service Standard 1.1.34 Workplace Complaints Resolution	

Contents

Document control.....	1
Release history	1
Reviewed by	1
Approved by	1
Related documents.....	1
1. Welcome.....	4
2. Quality assurance and continuous improvement	4
3. Mainstream qualifications	4
3.1. Training information.....	5
3.2. Nationally recognised training	5
4. Background to nationally recognised training	6
4.1. Our obligation as your RTO.....	6
4.1.1. Australian Skills Quality Authority (ASQA)	6
4.1.2. National VET Regulation	6
4.1.3. VET Quality Framework.....	6
5. Enrolment.....	7
5.1. Training nomination form	7
5.2. What information do I need to provide?	7
5.3. Unique Student Identifier (USI)	7
5.3.1. What is a Unique Student Identifier (USI)?	8
5.3.2. How do I get one?.....	8
5.3.3. What do I do with it?	8
5.3.4. I've forgotten my USI – what do I do now?	8
5.3.5. Nominating for courses.....	9
6. Training and assessment	9
6.1. Recognition of Prior Learning (RPL).....	9
6.2. Competency alignment.....	10
6.3. Learner support	10
6.4. Language, literacy, numeracy and digital	10
6.5. Expected behaviours.....	11
6.5.1. Learners, Trainers and Assessors (e.g. all members)	11
6.5.2. Trainers and Assessors.....	11
6.6. Assessment	12
6.6.1. Principles of assessment	12
6.6.2. Rules of evidence.....	14

6.6.3. Reasonable adjustment	14
6.6.4. Feedback from your assessor.....	15
6.6.5. Assessment appeals	15
6.7. Assessment overview.....	16
6.8. Complaints Process	17
7. Learner information	17
7.1. Access and equity.....	17
7.2. Rights and responsibilities	17
7.2.1. As a learner, you can expect:	17
7.2.2. As a learner, you are entitled to:.....	18
7.2.3. As a learner, it is your responsibility to:	18
7.3. Plagiarism/copyright.....	18
7.4. Resources and equipment	18
7.5. Conduct or behaviour contrary to the Code of Conduct.....	19
7.6. Safety	19
7.7. Privacy policy	19
7.7.1. What information we collect	19
7.7.2. How you can access your own information	19
7.7.3. How we use your personal information.....	20
7.7.4. Disclosure of your personal information.....	20
7.7.5. How the NCVET and other bodies handle your personal information.....	20
7.8. Certification of completion.....	20

Tables

Table 1: Initial enrolment process	8
Table 2: Support services	11
Table 3: Principles of assessment	13
Table 4: Rules of evidence	14
Table 5: Assessment instruments.....	14
Table 6: Certification of completion	21

Figures

Figure 2: Assessment overview.....	16
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1. Welcome

Welcome to the Rural Fire Service (RFS). RFS is one of the largest and most respected fire services in the world. Whether you are thinking of becoming a member of the RFS to help protect your own property, provide a service to your community, learn new skills or be part of a vibrant organisation, we trust that your association with the RFS will be rewarding and, above all, safe.

RFS is the leading combat agency for wildfires in NSW; however, our members not only fight fires but assist with other emergencies and carry out associated activities. To undertake this, you need to be given the competencies (knowledge, skills and experience) to undertake those activities safely and effectively.

Our training programs are designed to ensure that training is delivered in a flexible manner that suits your particular needs and provides members with the appropriate competencies to undertake the activity.

This handbook outlines how training is organised in the RFS, contains the terms and conditions you agree to when you enrol in a course, an overview of the training programs available, and information regarding your rights and obligations during training.

It is important that you take the time to read through the Learner Handbook as well as any other information provided to you on enrolment of each training program. This will allow you to understand our expectations of you and the requirements relating to your course.

Please speak with your officer responsible for learning and development (L&D), supervisor or manager if you have questions regarding this handbook or information relevant to your course.

2. Quality assurance and continuous improvement

The Learning Design and Assurance (LDA) team regularly reviews our products to ensure they are fit for purpose, contemporary and compliant in accordance with our obligations under the Standards for Registered Training Organisations (RTOs) 2015.

We do this by reviewing our processes and gathering learner and employer satisfaction surveys (feedback/evaluation forms), regularly validating, and enhancing our training and assessment strategies.

During your learning experience, we may ask you to participate in such reviews to assist us in continually improving our services. We value any feedback you provide. Your input will be reviewed by the Learning Design and Assurance team and any rectification/s, if warranted, will be actioned.

3. Mainstream qualifications

New members start their training journey with the RFS by completing the Member Induction (MI) and Bushfire Fighter (BF) or Bushfire Fighter Support (BFS) qualifications. Successful completion of these qualifications allows members to participate in RFS activities.

Mainstream qualifications may be delivered in a range of ways that are personalised, flexible, accessible and encourage active participation, fostering a dynamic learning environment.

For further information regarding qualifications in the RFS refer to the Training Information Book (TIB) <https://one.rfs.nsw.gov.au/assets/documents/corporate-documents/Training-Information-Booklet.pdf>

3.1. Training information

Further information regarding training in the RFS can be found at <https://one.rfs.nsw.gov.au/for-staff/training> or <https://www.rfs.nsw.gov.au/volunteer/training>.

The Training Information Booklet allows members to readily locate information about courses, learning pathways and, most importantly, better understand your rights and obligations as a learner/candidate when undertaking training within the RFS.

- We encourage all learners/candidates to read the information contained in the Training Information Booklet.

3.2. Nationally recognised training

Most internal RFS qualifications (e.g., Bushfire Fighter, Village Firefighter, Crew Leader and Group Leader) are aligned to units of competency from the national Public Safety Training Package (PUA).

The RFS RTO scope includes the following nationally recognised qualifications:

Certificate II

- PUA20719 Certificate II in Public Safety (Firefighting Operations)
- PUA20219 Certificate II in Public Safety (SES)

Certificate III

- PUA30719 Certificate III in Public Safety (Firefighting Operations)
- PUA31422 Certificate III in Public Safety (Community Safety)
- PUA30822 Certificate III in Public Safety (Emergency Communications Centre Operations)
- AVI30519 Certificate III Aviation (Rescue Crew Officer)
- PUA30420 Certificate III in Public Safety (SES Rescue)
- PUA30519 Certificate III in Public Safety (SES Operations)

Certificate IV

- PUA40319 Certificate IV in Public Safety (Firefighting Supervision)
- PUA40219 Certificate IV in Public Safety (SES Leadership)

Diploma

- PUA50519 Diploma of Public Safety (Firefighting Management)*

Advanced Diploma

- PUA60519 Advanced Diploma of Public Safety (Firefighting Management)*.

*Note – While the RFS is registered to provide the above national qualifications, it is important to understand that not all elective units of competency are offered by the RFS (only those which relate to the roles within the service)..

Additionally, the RFS has the Diploma and Advanced Diploma on scope, the service currently offers limited units of competency from these qualifications. This may change in the future.

For further national qualification details, search for the qualification at training.gov.au.

4. Background to nationally recognised training

4.1. Our obligation as your RTO

As a registered training organisation (RTO) registered with the Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver. We must always comply with the Standards for RTOs 2015, which are part of the Vocational Education and Training (VET) Quality Framework.

To ensure compliance, we have developed comprehensive internal policies, procedures and systems that guide our compliant operations, and we must participate in audits with ASQA upon their request. In addition, we must ensure that any third parties we work with who have any involvement in your training and assessment comply as well.

- As the RTO, we have the responsibility to produce certified documentation of testamurs, statements of attainment and records of results in line with Service Standard 6.1.3 Training in the Rural Fire Service.
 - If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our appeals process outlined in Service Standard 6.1.3 Training in the Rural Fire Service. More information is also provided in section 6.8 of this document.

The RFS RTO number is 6970.

4.1.1. Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for Australia's VET sector. ASQA's role is to ensure that RTOs comply with the requirements detailed in the National Vocational Education and Training Regulator Act 2011 (NVETR Act) at all times. Compliance ensures nationally consistent, high-quality training and assessment services for the clients of Australia's VET system.

4.1.2. National VET Regulation

The National Vocational Education and Training Regulator Act 2011 (the Act) is the piece of legislation under which the ASQA operates. Broadly speaking, the Act covers:

- ASQA's authority and investigative powers
- application and conditions of training organisation registration/renewal/withdrawal
- compliance with the VET legislative framework.

4.1.3. VET Quality Framework

The VET Quality Framework is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by RTOs. The Framework consists of a series of legislative instruments enacted under the NVETR Act.

The VET Quality Framework comprises the following:

- Standards for Registered Training Organisations
- Australian Qualifications Framework.

To become an RTO and maintain registration, organisations must comply with every component of the Framework.

The Framework is supported and complemented by the following standards:

- Standards for VET Accredited Courses
- Standards for Training Packages
- Standards for VET Regulators.

5. Enrolment

All members of the RFS are enrolled as learners undertaking the PUA20719 Certificate II in Public Safety (Firefighting Operations). New members start their training journey with the RFS by completing the following:

- Member Induction (MI)
- Service Standard 1.1.7 Code of Conduct and Ethics
- It is also highly recommended that you complete:
 - Service Standard 1.1.42 – Respectful and inclusive workplace.

This is the only mandatory training learners must complete, as these courses allow you to better understand how the RFS operates and permits you to participate in RFS activities.

Learners who wish to participate in activities at an incident are required to undertake Bush Firefighter Support (BFS), Bush Firefighter (BF) or Bush Fire Grasslands (BFG) training, depending on the role they undertake.

Learners are **only** required to complete training relevant to the roles they wish to partake in – you **do not** have to complete all requirements for the PUA20719 Certificate II in Public Safety (Firefighting Operations).

5.1. Training nomination form

The RFS is required to collect demographic information as well as details about where and what our learners' study. The Training nomination form consists of a set of mandatory questions we are required to ask you. This data is collected and reported to the statistical agency National Centre for Vocational Education Research, as required by the National VET Data Policy.

5.2. What information do I need to provide?

The National VET Data Policy requirements mean that we must seek this data; however, you may choose not to disclose this information that is not mandatory.

You must submit a Training nomination form prior to commencing a course. The RFS must retain evidence that each learner has been provided with the mandatory information contained in the handbook.

Whenever your personal details change (e.g., address, phone number), you must update your information via OneRFS.

5.3. Unique Student Identifier (USI)

Legislation was introduced in January 2015 that allowed for nationally recognised training to be recorded in a single government portal for learners to access. It records nationally accredited training in which you participated or completed from 1 January 2015 onwards.

RTOs must record a valid USI for a student to be issued with completion documentation, as per the Student Identifiers Act 2014. The RFS has a USI exemption, and you are not required to provide a USI. However, if you provide us with your USI, we will verify it and record it against your member records.

We verify the USI you provide against your recorded first and last names and your date of birth – this is verified against your details in the USI portal. Where there is a mismatch, we will contact you to correct any details.

If you choose not to provide us with your USI, your nationally accredited training activity will not be recorded in your USI transcript; however, we will still issue you with completion documentation.

5.3.1. What is a Unique Student Identifier (USI)?

The USI is a reference number made up of 10 numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia from all Vocational Education and Training (VET) providers you undertake recognised training with
- gives you access to your training transcripts
- can be accessed by you online, anytime and anywhere
- is free and easy to create and stays with you for life.

5.3.2. How do I get one?

Creating a USI is quick, easy and free:

1. Have a valid form of ID, such as your driver’s licence or passport, handy.
2. Go to <https://www.usi.gov.au/students/get-a-usi>.
3. Fill out the form online. Be sure to enter your details exactly as they appear on your ID.
4. The system will verify your identity using the Document Verification Service (DVS). There is comprehensive information about the DVS on the USI website.

5.3.3. What do I do with it?

Add it to your profile via [OneRFS](#) or provide it to your local district office.

Keep a record of it for enrolment in other RTOs.

5.3.4. I've forgotten my USI – what do I do now?

Go to <https://www.usi.gov.au/students/find-your-usi>.

You will be asked to enter some information to allow the system to identify you. Contact the USI office if you have questions about finding your forgotten USI.

Enrolment steps	Requirements
Step 1 – Obtain a USI (optional).	You only need to do this once.
Step 2 – Submit an initial Training nomination form.	You only need to do this once.

Table 1: Initial enrolment process

5.3.5. Nominating for courses

Learners apply to undertake training by using the Training nomination form.

- For volunteers, this form is available by logging onto OneRFS:
<https://one.rfs.nsw.gov.au/for-volunteers/training/learner-information>.
- For staff, course nominations should be approved by the candidate's line manager and forwarded to the relevant section for approval.
- For courses delivered by specialist business units e.g. Operational Training, Aviation etc, learners are required to contact the appropriate line manager/supervisor and follow the nomination process.
 - More information regarding nominating for a course can be found in the Training Information Book (TIB).
- Please note that some districts may provide online forms for course nominations – learners who are interested in undertaking courses should contact their supervisor, manager or the officer responsible for L&D in their local district.

6. Training and assessment

Delivery strategies used across the RFS are selected to effectively achieve the required competency outcome while considering the principles of adult learning. Training is likely to include a combination of online coursework, classroom-based training and work-based training (either in the field or through simulation).

Training may also include pre and/or post-course work.

In accordance with the principles of adult learning, learners are encouraged to study at their own pace and reasonable assistance is provided where necessary to accommodate specific learner needs. Speak with your officer responsible for L&D or course coordinator to discuss options for learning assistance.

6.1. Recognition of Prior Learning (RPL)

The RFS recognises learning you have gained through previous training or experience. RPL is a formal assessment process acknowledging a person's competence, whether it is gained through formal, non-formal or informal learning.

- **Formal learning** – Structured course of instruction linked to a qualification, i.e., Statement of Attainment, Certificate, Diploma or Degree.
- **Non-formal learning** – Structured course of instruction not linked to a national qualification, i.e., participation in professional development workshops or short courses.
- **Informal learning** – non-structured instruction not linked to a national qualification, i.e., gaining skills and knowledge through experience 'on the job' through social affiliation with a club or participation in a hobby.

If you are applying for RPL, the RPL Guidelines, available via OneRFS, can take you through the process step by step.

The Guidelines cover what RPL is and the RPL process and include case studies and videos.

- The RPL Guidelines are available via OneRFS.

6.2. Competency alignment

The awarding of the RFS qualification relies on the member's ability to contextualise their competency in the RFS environment. The CAU aligns to the required RFS context including policies/procedures and if applicable, forms/documents.

Where a member has gained the required UoC for the RFS qualification from another agency or RTO they will need to be informed of the RFS context and demonstrate their understanding/application before being awarded the RFS qualification.

6.3. Learner support

During training, you or your trainer might identify areas where you would benefit from additional support or reasonable adjustment to assessment tasks where outcomes are not impacted.

Your trainer will work with you to develop a plan to give you the best opportunity for success. This might include changes to the way information is delivered or reasonable adjustments to assessment tasks.

For us to provide you with the support you may need, you should be open to discussing your language, literacy and numeracy skills with the officer responsible for L&D.

6.4. Language, literacy, numeracy and digital

The LDA team designs training and assessment materials with the language, literacy numeracy and digital (LLND) needs of members in mind. In addition, training is regularly reviewed to ensure we cater to the different LLND needs of our members.

We use the following definitions for LLND:

- **Language** – The tools we use to communicate with one another in many different situations and for various reasons. Language involves speaking, listening, reading and writing. It is the ability to read and speak English with a skill level that can understand the learning and assessment resources.
- **Literacy** – Literacy is the ability to read and use written information. It means being able to recognise, read and interpret documents, signs, etc.
- **Numeracy** – The ability to carry out mathematical operations, including knowledge of when to use mathematics, what mathematics to use, and how to complete the process.
- **Digital** – A key feature of Digital is the recognition of four factors that may influence performance at any point in time, including, the nature and degree of support, familiarity of context, complexity of the text and the complexity of the task.

Due to the number of new memberships received and the values of the organisation which encourages a diverse workforce, the RFS does not use nor conduct an initial screening process to identify a member's LLND levels when you first join.

However, during the course nomination stage the LLND skills levels of members who may not have completed a Certificate of Completion (Year 10), or Higher School Certificate (HSC) are advised to complete a self-assessment before their course commencement.

If LLND issues are identified in the self-assessment, you will be required to undertake a formal assessment.

- These tests are conducted and evaluated by the Officer responsible for L&D coordinating the training event, using an appropriately designed LLN Skills Indicator tool relevant to the members enrolled course.

If you identify that you may have LLND concerns, your supervisor, manager, or local officer responsible for L&D in your district, can suggest specialist advice or help to support you.

- For more information on LLND, including ways the RFS supports our members, check out the RFS Guide for supporting learners with LLND needs.

The following list of services may assist you with specific needs. Please note that any costs associated with these, or other support services are the responsibility of the learner.

Support services	
Reading Writing Hotline	Phone: 1300 655 506 www.readingwritinghotline.edu.au/
Vision Australia	Phone: 1300 847 466 www.visionaustralia.org
TAFE New South Wales	Adult Basic Education (ABE) Section www.tafensw.edu.au

Table 2: Support services

6.5. Expected behaviours

A shared understanding of expected behaviours for trainers, assessors and learners is essential to ensuring expectations and required behaviours are clear.

6.5.1. Learners, Trainers and Assessors (e.g. all members)

RFS Service Standard 1.1.7 Code of Conduct and Ethics and Service Standard 1.1.42 Respectful and Inclusive Workplace outlines RFS expectations and sets the standard for what is considered appropriate behaviour.

6.5.2. Trainers and Assessors

The Trainer and Assessor Statement of Responsibilities describes the role and responsibilities of Trainers and Assessors, including expectations for professional standards in the representation of RFS.

The Trainer and Assessor Statement of Responsibilities is applicable to everyone conducting training and assessment activities on behalf of the RFS RTO. This includes volunteers and contracted providers.

Behaviour in contravention of these documented expectations should be reported to the relevant officer responsible for L&D, district manager and/or area command.

There are a range of consequences for breaching the RFS values and the Code of Conduct depending on the nature and seriousness of the breach and the status of members involved.

A failure to comply with the Code of Conduct may constitute:

- A breach of discipline in the case of a volunteer – see Service Standard 1.1.2 Discipline and Service Standard 1.1.21 Stand Down/Removal from Membership and Notification of Criminal Charges and Convictions.

- Misconduct in the case of a staff member – see the misconduct processes under Section 69 of the Government Sector Employment Act 2013 and Part 8 of the Government Sector Employment Rules 2014.

6.6. Assessment

Assessment is competency-based. This means that training is delivered based on units of competency or industry best practices. Your knowledge and skills are assessed against these units of competency/industry best practices as a benchmark.

When you can demonstrate the required practical skills and knowledge, you will be deemed competent.

For a student to be assessed as competent, the RTO must ensure the student has:

- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
 - ability to perform relevant tasks in a variety of workplace situations or accurately simulated workplace situations
 - consistency in performance and a consistent ability to demonstrate skills when performing tasks
 - understanding of what they are doing and why when performing tasks
 - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

If you are not successful on the first attempt, you will be provided with feedback and given further opportunities to demonstrate competency.

- It is important to remember that an assessment outcome of not yet competent is not failure. It simply means that you may need more training and/or support in the identified areas that require improvement to be deemed competent.
- Assessment at the RFS incorporates the requirements of the RTO Standards 2015, and in particular, Standard 1. All assessments meet the assessment criteria of aligned unit/s of competency or industry best practice.

6.6.1. Principles of assessment

As a candidate for assessment, you can expect all assessment activities to meet the Principles of Assessment and Rules of Evidence.

Principles of assessment	
Validity	<p>Assessment is valid when the process assesses what it claims to assess. Validity requires:</p> <ul style="list-style-type: none"> - assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge essential to competent performance - assessment of knowledge and skills is integrated with their practical application - assessment is to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations

Principles of assessment	
	<ul style="list-style-type: none"> – judgement of competence is based on evidence of performance aligned to the unit/s of competency and associated assessment requirements.
Reliability	<ul style="list-style-type: none"> – Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexibility	<p>To be flexible, assessment:</p> <ul style="list-style-type: none"> – reflects the candidate’s needs – provides for recognition of competencies no matter how, where or when they have been acquired – draws on a range of methods appropriate to the context, competency, and the candidate – supports continuous competency development.
Fairness	<p>Fairness in assessment requires:</p> <ul style="list-style-type: none"> – consideration of the individual candidate’s needs and characteristics and any reasonable adjustments that should be applied – clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in, and consents to the assessment process – opportunities that allow the person/s being assessed to challenge assessments with provision for re-assessment.

Table 3: Principles of assessment

6.6.2. Rules of evidence

There are four rules of evidence that must be considered to ensure the judgement made by an assessor is based on appropriate evidence.

Rules of evidence	
Valid	– Evidence is valid when it relates directly to the competency being assessed and addresses the Dimensions of Competency.
Authentic	– Authenticity relates to ensuring the evidence is from or of the candidate and not another person (e.g., the assessor needs to be satisfied that the evidence gathered is the candidate’s own work).
Current	– Currency relates to the age of collected evidence. Competency requires demonstration of current performance; therefore, the evidence collected establishes the ability of the candidate to demonstrate competence in the present.
Sufficient	– Sufficiency relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to satisfy the need for repeatable performance.

Table 4: Rules of evidence

A variety of assessment tasks may be used in combination to collect evidence of your performance skills and knowledge, including (but not limited to):

Assessment instruments		
Written assessment	Group assessment	Oral questioning
Practical demonstration	Workplace assessment	Portfolio of evidence
Supervisor checklists and reports	Simulation exercises	Logbook
Third-party reports	Formative assessments	

Table 5: Assessment instruments

6.6.3. Reasonable adjustment

Reasonable adjustment refers to adjustments that may be made to how your assessment may be conducted to support you, if required. The adjustments made cannot impact the fundamental skills and knowledge you would be required to demonstrate to complete the course successfully.

That is, the minimum performance standard is the same regardless of the group and/or individual being assessed.

6.6.4. Feedback from your assessor

Useful and clear feedback from your assessor is important in your assessment process. Your assessor will provide feedback with advice and an explanation of where you have yet to meet competency. Your assessor should provide feedback which is:

- Constructive
- Balanced
- Actionable
- Relevant
- Timely

As part of the feedback process, if you are deemed 'not yet competent', your assessor will provide guidance and assistance in developing a re-assessment plan, which will include re-training and/or re-assessment activities, including clarifying expected performance/knowledge requirements.

6.6.5. Assessment appeals

If you feel that the assessment was not conducted fairly or you disagree with the assessor's decision, you may appeal the assessment decision on the Assessment Declaration Form. Your assessor will explain the appeal process with you prior to assessment.

For information regarding the appeal process, refer to Service Standard 6.1.3 (Training in the RFS) – 7. Assessment and Certification, Section 2.18–2.23.

6.7. Assessment overview

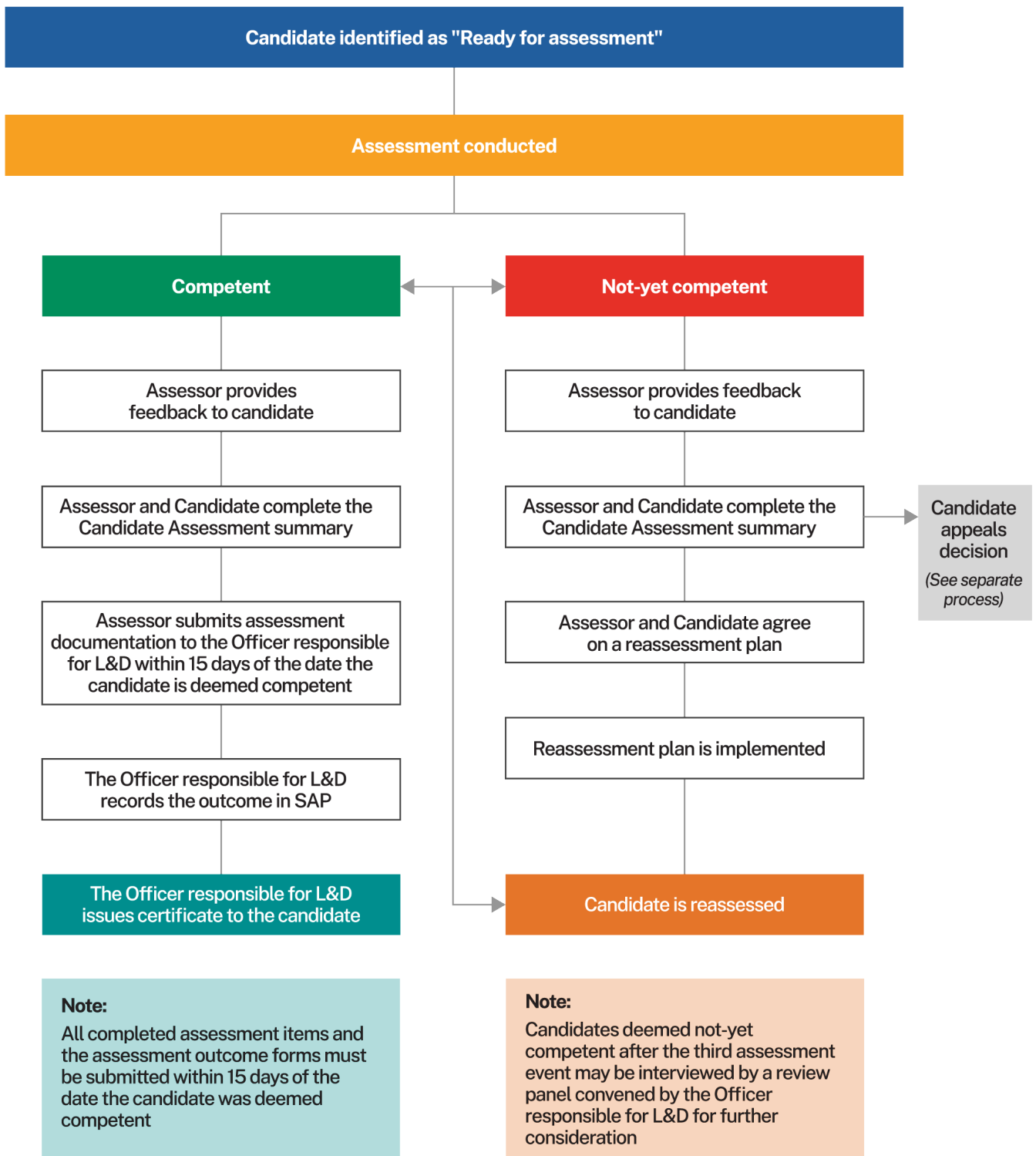


Figure 1: Assessment overview

6.8. Complaints Process

- When considering making a complaint or raising a concern refer to SS 6.1.3 Training in the RFS for further guidance.
- If making a complaint or raising a concern a member should follow the below process:
 - **Step 1** – Contact the Area/District Officer responsible for L&D in the first instance or the Business Unit that delivered the Training.
 - **Step 2** – Members can also contact Learning Design & Assurance directly regarding concerns or to seek advice regarding the RTO by emailing LD@rfs.nsw.gov.au.
 - **Step 3** – If the concern remains unresolved follow the [Workplace Complaints Resolution Framework](#) as stepped out in [Service Standard 1.1.34 Workplace Complaints Resolution](#). Information about the Framework is available on OneRFS in the '[Workplace Conduct Hub](#)'. Members can seek advice or lodge a complaint by the Third-Party Hotline (1800 950 159) or through the [online portal](#).
 - **Step 4** – After following the above steps if the complaint remains unresolved members can also lodge a formal complaint directly with the Australian Skills Quality Authority (ASQA).

7. Learner information

7.1. Access and equity

The RFS Service Standard 1.1.7 Code of Conduct and Ethics and Service Standard 1.1.42 Respectful and Inclusive Workplace are in place to ensure consistency in providing access and equity for all learners and/or potential learners as well as anti-discrimination measures that establish discrimination prohibition towards any person, group or individuals, inclusive of:

- Gender identity
- Pregnancy
- Race, colour, nationality, ethnicity, or ethno-religious background
- Marital status
- Physical, intellectual, or psychiatric disability
- Sexual orientation
- Age

7.2. Rights and responsibilities

The RFS provides training and assessment services in a spirit of cooperation and mutual respect and is committed to providing a safe, secure, and healthy learning environment.

All learners must cooperate with our efforts in this respect by complying with WHS, anti-discrimination legislation. It is expected that mutual respect and the rights of others are always observed.

7.2.1. As a learner, you can expect:

- suitably qualified trainers and assessors
- appropriate teaching methods and materials
- professional conduct from all RFS staff and volunteers
- accurate and current information
- opportunities for input into your learning needs.

7.2.2. As a learner, you are entitled to:

- be treated with courtesy, fairness, and respect
- privacy concerning personal and/or sensitive information, subject to legislative and statutory requirements
- learn in a safe environment free of discrimination and harassment
- be informed of assessment procedures
- pursue your educational goals in a supportive and stimulating environment
- lodge a complaint or appeal through the published process.

7.2.3. As a learner, it is your responsibility to:

- treat other people with courtesy, fairness and respect
- submit assessments on time
- not engage in plagiarism or cheating in any assessment
- make and keep a copy of the assessments you submit.

7.3. Plagiarism/copyright

Plagiarism means the inclusion of another person's work that is represented as your own; this includes the use of artificial intelligence such as chatbots and generative AI (e.g., ChatGPT).

Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

- failing to adequately reference the work of others
- copying part or all of another person's work
- submitting work that in part, or in its entirety, has been copied from written or electronic material, including the internet
- there is also a common misunderstanding that if anything is changed by 10%, then it is not breaking copyright; this is not correct.

Plagiarism is not acceptable at any time. If an assessor suspects plagiarism in any piece of your work that is submitted for assessment, you can expect to be challenged about your use of the content. If plagiarism is found, your submitted work will not be recognised as assessment evidence, and you may be prevented from re-submitting further evidence.

Respect the creativity of others and challenge yourself to develop your own work when undertaking assessment tasks.

For further information regarding referencing resources, see the link below:

[Harvard Referencing Guide](#)

7.4. Resources and equipment

Learners are expected to come prepared for their course and have all resources and equipment ready 10 minutes prior to the scheduled class time.

After each class, you should ensure that:

- you follow any directions from your trainer/assessor
- the training room is left clean and neat
- all resources, props and other training equipment is treated with respect, used according to the manufacturer's guide and/or instruction given, and breakages are reported immediately
- all rubbish is removed and placed in the bins provided.

7.5. Conduct or behaviour contrary to the Code of Conduct

The RFS does not tolerate any behaviour from learners that could be interpreted as misconduct. Misconduct of any form is unacceptable, and any person displaying this behaviour will be subject to disciplinary action.

If you feel that you are being subjected to inappropriate behaviour, either from a staff member, a trainer/assessor, or another learner, please inform your trainer/assessor or a staff member. All issues of harassment will be treated fairly in an appropriate time frame and will remain confidential.

7.6. Safety

The RFS is committed to providing a safe environment for conducting training and assessment. The following guidelines are provided as a basis for safe practice in the training environment:

- Know and observe details of emergency response and evacuation plans.
- Do not undertake activities that may cause injury to self or others.
- Be responsible for your own actions.
- No smoking outside the designated areas at any training and assessment facilities or offices.
- Report all potential hazards, accidents and near misses to your trainer/assessor.
- No consumption of alcohol within training and assessment facilities or during the training and assessment delivery.
- Always keep training and assessment areas neat and tidy.
- Seek assistance if you volunteer to lift items, e.g., move furniture in a training area.
- Observe hygiene standards, particularly in eating and bathroom areas.

7.7. Privacy policy

Under legislation requirements of the Data Provision Requirements 2020 and National VET Data Policy, the RFS RTO is required to collect personal information. Protection of your privacy is in line with the Privacy Act 1988. The following outlines the information we must collect, how we use and disclose such information, and how you may access your information.

7.7.1. What information we collect

As a registered training organisation (RTO), we ask you to provide your personal information relating to your legal name, date of birth, USI, place of residence, demographic information and course/s you intend to undertake with us. This allows us to process and manage your enrolment.

Additional information the RFS RTO is required to collect includes:

- Relevant documentation relating to student enrolments
- assessment record summaries, fully completed and signed by the assessor
- copies of signed certificates and record of results
- copies of signed Statements of Attainment.

7.7.2. How you can access your own information

Learners are entitled to view their training and assessment records. Learners can view a summary of their records through either [SAP](#) or [OneRFS](#). Brigades may have access to summary data of their members' records. Learners can access their records on request by writing to their officer responsible for L&D.

7.7.3. How we use your personal information

We use your personal information to enable us to deliver vocational education and training (VET) courses to you and, as needed, to comply with our legal obligations as an RTO.

7.7.4. Disclosure of your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 [NVETR Act]) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research (NCVER).

The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector to the Australian Government. This may be used for analysing trends and informing the Federal budget.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

7.7.5. How the NCVER and other bodies handle your personal information

The NCVER may disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf. The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information, please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, please contact your officer responsible for L&D in your district, business unit or section.

7.8. Certification of completion

In accordance with RTO Standard 3.1 AQF, RFS will issue certification documentation to a learner who has been assessed as meeting the requirements of the training product as specified in the relevant training package or VET-accredited course.

In the context of VET-accredited training/nationally recognised training, a training product refers to:

- Certificate Qualification: The Qualification levels are Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma. Qualifications are made up of core and elective units of competency.
- Unit of competency (UoC): These outline specific competency skills and may be completed as part of a Certificate Qualification or as a standalone course. RFS courses may align with one or more UoC.

Refer to Section 3.2 of this document for information regarding RFS RTO scope and nationally recognised training.

Where an RFS course is aligned to VET-accredited unit/s of competency, RFS will issue a VET qualification certificate or Statement of Attainment, where applicable.

Learner status	Completion certification issued by RFS	Description
<ul style="list-style-type: none"> - I have successfully completed all required core and elective UoCs for a Certificate Qualification. 	<ul style="list-style-type: none"> - Certificate Qualification with a record of results/transcript. 	<ul style="list-style-type: none"> - Certificate stating which qualification has been attained. - Record of results/transcripts lists the core and elective units you have completed under the qualification.
<ul style="list-style-type: none"> - I have completed some UoCs but have not met all requirements for a Certificate Qualification. 	<ul style="list-style-type: none"> - Statement of Attainment (SoA). 	<ul style="list-style-type: none"> - SoA is issued when you have successfully completed a number of UoCs which do not amount to a full Certificate Qualification. - It lists what UoC/s you have completed.

Table 6: Certification of completion



RFS

Postal address

NSW Rural Fire Service
Locked Bag 17
GRANVILLE NSW 2142

State address

NSW Rural Fire Service
4 Murray Rose Avenue,
Sydney Olympic Park NSW 2127

T 02 8741 5555

F 02 8741 5550

rfs.nsw.gov.au

Social Media

[X @NSWRFS](https://twitter.com/NSWRFS)

facebook.com/nswrfs

[@NSWRFS](https://instagram.com/NSWRFS)