



Latrobe Lifeskills Student and Student/ Participant

2020 Bundoora - Bendigo

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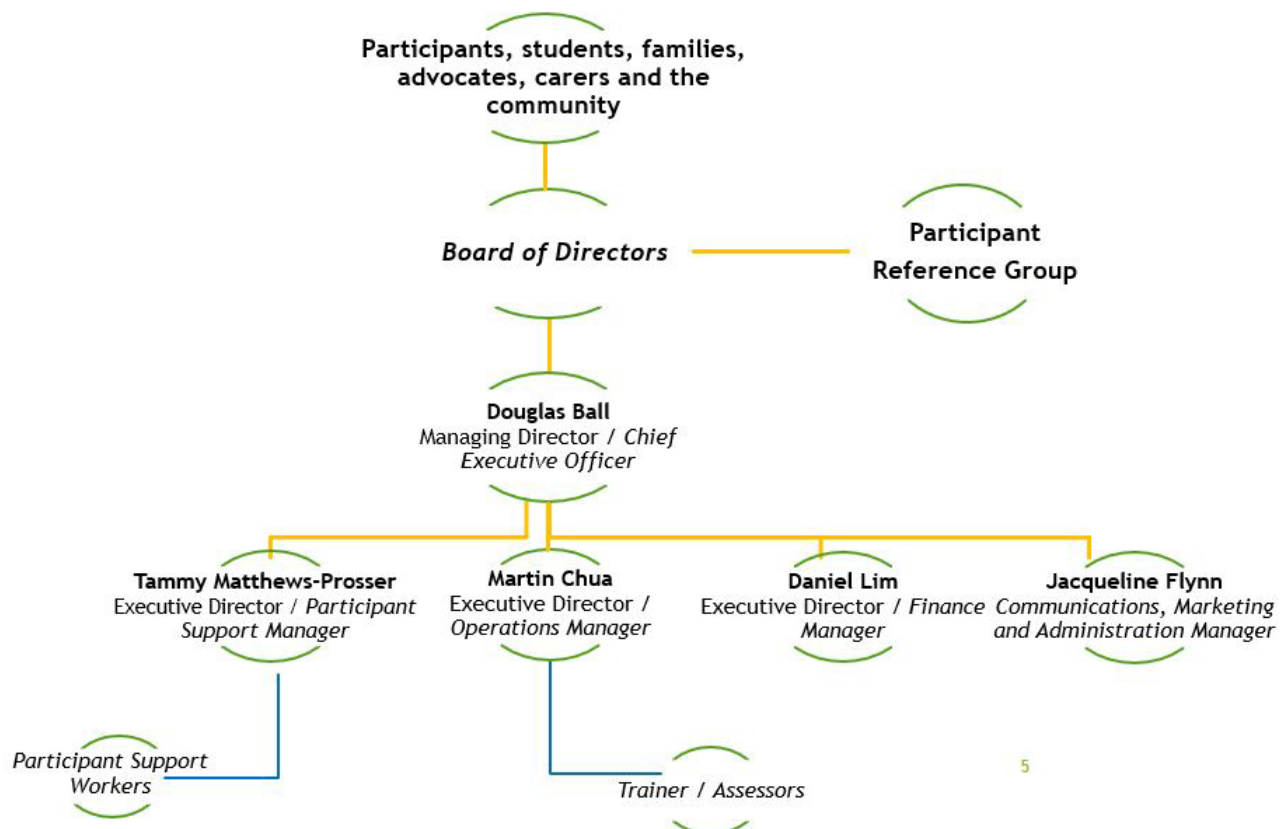
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Organisational Chart



Students/Participants, families, carers and the community are the reason Lifeskills exists. Lifeskills is made possible only through the support and encouragement of Students/Participants and their support networks.

Foreword

Welcome to Lifeskills

Welcome to Lifeskills. We are pleased that you have joined or returned to us!

Please remember everyone at Lifeskills is here to support you to reach your potential. Please talk to us at any time to learn more about specific activities and opportunities available to you.

Whilst at Lifeskills you should feel safe, free from discrimination and you are encouraged to exercise your rights and responsibilities as an adult. Lifeskills has a number of guidelines that you must abide by for everyone's wellbeing. These guidelines are contained in this booklet. If you are uncertain, please discuss with the staff.

Both campuses of La Trobe University offer unique experiences and opportunities - make the most of them.

In July 2016 Lifeskills was part of the first roll out of the National Disability Insurance Scheme (NDIS) in the North Eastern Melbourne Area (NEMA). The scheme has given Students/Participants greater choice and control with their funds and service options. We've already seen Students/Participants achieve many of their goals and we look forward to helping you reach yours.

This is an exciting time in your life and I trust that the staff will share in your achievements and successes.

Please remember to ask a staff member for help if you are finding the process difficult or confusing.

Douglas Ball

Chief Executive Officer

History of Latrobe Lifeskills

Latrobe Lifeskills was created in 1998 by Ros Leslie with a firm belief that Disability organisations were not developing the full potential of Students/Participants and a new model was required. This belief was engendered by her academic achievements in the educational and business sectors and continues today.

The experience and credentials of Ms Ros Leslie, founder and Managing Director of Lifeskills, had been influenced by her past involvement in the Ministry of Education as the Executive Officer - Special Education Programs and later Executive Officer of the Specialist Child and Family Services program (Victoria). Ros passed away in August 2015, but her legacy lives on.

With firm contacts established through academic channels, Lifeskills was established on the La Trobe University Campus at Bundoora and later extended to Bendigo.

A philosophical approach was undertaken to ensure each Student/Participant was encouraged to reach their potential by gaining individual skills, then recognised qualifications, work experience, and finally employment. Independence in all facets of life is fostered and encouraged, particularly travel, health and decision-making.

The links with La Trobe University cannot be underestimated, as they demonstrate a unique association to academic excellence, professional respect at the highest levels and could be used to further expand Lifeskills. This linkage also gives the Students/Participants access to an age-appropriate community in a valued educational setting.

In October 2018, history was made when a Management Buy Out was finalised by the Executive to ensure Lifeskills continued to support, encourage and provide exciting opportunities for Students/Participants.

Lifeskills Mission, Vision and Values

Our Vision:

Latrobe Lifeskills will deliver accredited and non-accredited education and training to 100 Students and Participants by 2020.

Our Mission:

Latrobe Lifeskills will support and encourage Students and Student/Participants to increase independence, further their education, prepare for employment, participate in the community and enjoy a quality of life.

Our Values:

Latrobe Lifeskills will:

- Encourage access to open employment, community participation and independence
- Acknowledge and supports each Student and Student/Participants' goals and aspirations
- Encourage and support each Student and Student/Participant to further their education and training aspirations
- Will treat each Student and Student/Participant with respect
- Encourage learning and a sense of achievement and self-worth
- To respect cultural diversity and individuality



General Information

Contact Information

For assistance, queries or emergencies please call the Head Office on 03 9479 1474 between 8:30am and 5:00pm, Monday - Friday.

Staff are in classes and activities between 9:00am and 3:30pm and therefore are unable to take phone calls during this time. Please leave a message with the Office. The relevant Lifeskills staff member will contact you as soon as possible. It is the policy of Latrobe Lifeskills that staff personal mobile numbers are not given out for general use.

An answering machine operates outside of office hours.

Bendigo

Staff members may be contacted on 0402 936 827 between 9:00am - 4:30pm Monday to Friday.

An invitation is available to families, Students/Participants and carers to meet with the staff to discuss issues relating to Student/Participants' progress, if and when they wish to. Contact will be made by Latrobe Lifeskills staff if other issues need to be addressed, or are a matter of urgency. You are requested to make an appointment to ensure the staff member is available.

Key Dates for 2020

Any major changes or events will be featured in the Newsletter.

DATES FOR 2020

Start date: Monday, 6th January 2020

End date: **Friday 18th** December 2020

Newsletters

Lifeskills has found that one of the most effective forms of communication is through the Newsletter. The Newsletter is produced monthly and emailed to the Student/Participant, families and other stakeholders. If you are not on our mailing list, please contact Lifeskills via info@lifeskills.vic.edu.au or

03 9479 1474 so that we can include you.

Hours of Attendance

Monday to Friday 8.30am to 3:30pm

Regular group supports occur during the above hours. 1:1 supports may be scheduled for other times.

Timetables

Within the options available, each Student/Participant (depending on their enrolment) will have an individual timetable based on their preferences and goals recorded in their NDIS plans and schedule of supports.

In consultation with Students/Participants, Timetables are reviewed individually, as requested.

Absences

If you are going to be absent from Lifeskills, you must notify Lifeskills on (03) 9479 1474 or

info@lifeskills.vic.edu.au **with two clear business days' notice.** If you don't speak to a staff member please ensure you leave a message with your name. This will prevent unnecessary concern if you don't turn up to class or activity. If notice is given with less than 48 hours of an absence, NDIS supports will be claimed by the Finance Manager.

Should a Student/Participant become ill during class, meet with an accident or other emergency, families or carers will be contacted as quickly as possible.

Change of Address / Contact Details

So that we can contact you, it is important that you advise us immediately of any changes to your postal address, email and/or telephone numbers.

General Information

Who can attend Latrobe Lifeskills?

Any person with a disability registered with the NDIA can enquire if Lifeskills has vacancies. If you are about to leave school, you may also be eligible for enrolment at Lifeskills.

Entry is dependent on the availability of resources and your individual NDIS funding to meet the interests, needs and wishes of those choosing to attend Lifeskills. Any person and their family/carer are welcome to arrange a visit to see what Lifeskills can offer and discuss individual needs and preferences available to you. You can join us for a “taster” to help you decide on what you might like to do at Lifeskills.

Intake to Lifeskills occurs following a visit to us, an interview with the Student/Participant Support Manager and/or RTO Manager and when an Assessment and Application for Supports / RTO Enrolment Form is completed and approved by the CEO. You will then need to provide a copy of your NDIS Plan (if applicable) and a Service Agreement will be created. Once signed, and funding is confirmed, you can commence your supports and activities at Lifeskills.

Transport

Bundoora and Bendigo Campuses

The Lifeskills activities finish each day at 3:30pm. Lifeskills encourages independent travel arrangements and does not supervise Students/Participants using public transport to and from the campus.

Where a Student/Participant does not travel to Lifeskills Bundoora campus on public transport, alternative travel arrangements are the responsibility of Students/Participants and families/carers. Lifeskills provides a designated point for ‘pick ups’ at re: Bundoora campus is currently Menzies Drive.

Bendigo campus is currently the Business Building Foyer.

If alternative transport has not arrived by 3.45pm, a supervising staff member can escort people to the Lifeskills Head Office where they can safely wait until the designated transport arrives.

Please note that Lifeskills policy does not allow any staff members to use their own cars for transporting Students/Participants.

Public buses stop outside the Agora entry on campus and the #86 tram stops on Plenty Road at the entrance of the La Trobe University campus. The nearest train station is Macleod.

To support Students/Participants to gain more confidence, Travel Training is a Latrobe Lifeskills activity. You can enquire about this at the office.

Stationery

Students/Participants are recommended to provide the following for their own use:

- Pens, pencils, coloured markers;
- Pencil sharpener, eraser;
- Plastic pockets for work sheets;
- Memory stick (USB);
- Headphones for computer lab sessions.

Heat Policy

Many of the facilities at the university have air conditioning, however, Lifeskills may modify outdoor activities if the temperature is over 36°C.

In order to avoid heat stress in the summer months Students/Participants will need to ensure that they:

- drink plenty of water. Students/Participants are encouraged to bring a drink bottle or come to the office for water if required;
- bring with you and apply sunscreen;
- wear a wide-brimmed hat;
- Dress appropriately

General Information

Dress Code

It is expected that Lifeskills Students/Student/Participants and staff dress appropriately, representing a clean, neat and tidy appearance at all times. Additionally, Student/Participants and staff should dress to comply with workplace health and safety regulations relevant to their daily activities.

To comply with WorkSafe dress requirements for each area of Lifeskills are as follows:

Workshop and Gardening

- Fully covered boots, preferably steel capped;
- Long sleeves and long pants;
- Long hair to be tied back;
- An overall or over-shirt to protect clothing;
- Protective masks and/or goggles when necessary, (supplied by Lifeskills);
- 'Sleeper' earrings or small studs are the only jewellery permitted to comply with OHS regulation.
- Wide-brimmed hat for gardening.

Creative Options – Art

- Over shirt or apron to protect clothing.

Recreation and Leisure – Gym

- It is recommend that all Students/Student/Participants have a change of clothing when engaging in physical activities;
- Students/Student/Participants must comply with the safety, health and hygiene regulations of the LTU sporting venue and/or other sporting venues, i.e., runners must be worn, a towel used and showers taken when the activity is completed;
- During physical activities Student/Participants should wear appropriate clothing such as shorts or track pants, tee shirt, socks and runners.

Please Note:

If you wish to wear open toed footwear, please be mindful that these will not be permitted to be worn when participating in the above activities.

From time to time more specific requirements may be necessary to comply with La Trobe University and/or Lifeskills Occupational Health and Safety Regulations.

Access to Records

Anyone requesting access to their personal file must contact the appropriate Manager and fill out a Request to Access Records form.



Expectations

Defining Features and Objectives

Lifeskills:

- Provides opportunities for people with a disability, which focus on education, independence and community engagement;
- Encourages teaching and learning that is both individual and Student/Participant-directed and is informed by professional practice, scholarship and research;
- Pursues equal opportunity for all;
- Provides a flexible curriculum and a varied range of activities;
- Fosters outreach activities and partnerships with local communities, service providers and other sectors;
- Communicates regularly to Student/Participants and families to ensure that they are kept informed at all times;
- Aims to keep up to date with issues affecting people with disabilities, including NDIS and VRQA updates as well as local community news and events.

Expectations of Students/Student/Participants & Staff - Code of Conduct:

What can the Students/Student/Participants expect from staff?

Staff will offer adult vocational, recreational and learning activities at Lifeskills, in the workplace and community environs.

Staff will demonstrate this through their commitment to:

- Belief in each Student/Student/Participant's potential;
- Non-judgmental attitudes;
- Confidentiality;
- Equal opportunity practices: respect for Student/Student/Participants' individuality, privacy, cultural backgrounds, gender, ethnicity and sexuality;
- Knowledge and referral to relevant services and networks;
- Provide advocacy support;

- Exercise Duty of Care;
- Abide by the NDIS Code of Conduct.

What can the Staff expect from Students/Student/Participants?

Student/Participants will make an adult commitment to actively participate in all aspects of Lifeskills activities, the workplace and the community.

Student/Participants will:

- Be open to new ideas;
- Pursue their goals;
- Be willing to explore, understand and respect other individuals and their differences, especially as they relate to gender, culture, ethnicity, sexuality, age and religion;
- Accept responsibility for their own actions;
- Acknowledge the environment at La Trobe University and abide by their policies and directives.
- Abide by Lifeskills Code of Conduct

Supports

Work Readiness

Latrobe Lifeskills offers many pathways from learning to employment. Students/Participants may be involved in work experience with external employers, practical placements as an accredited course requirement, volunteer work, supported employment and/or open employment. Lifeskills will work with Students/Participants to become work ready to the best of their ability and to support Students/Participants to achieve their goals.

Skills for Life, Creativity, Recreation & Leisure

Latrobe Lifeskills offers a range of activities including independent living skills, art, drama, music, as well as indoor and outdoor sporting opportunities. Lifeskills also delivers music and media activities held at a variety of locations both within the La Trobe University campus as well as in the wider community.



Objectives & Activities

Lifeskills aims to provide an environment in which Students/Participants are treated as individuals, allowing the opportunity to develop positive relationships with staff and each other. Students/Participants and staff should feel safe and secure at all times. Participation is encouraged, and the right to individual differences in belief, culture and appearance is understood, accepted and supported. In addition to this, Lifeskills also aims to:

- Develop opportunities and activities that provide the basis for independence
- Address the needs of adults with a range of abilities, e.g., academic, social, vocational, recreational, preparation for work, etc.;
- Offer individual choices within a structured learning environment, develop skills and confidence in a variety of tasks and provide an outlet for creative expression;
- Develop pathways whereby Lifeskills Students/Participants have the confidence and ability for further growth and development in order to participate in vocational, recreational and leisure activities in the broader community;
- Provide opportunities for socialisation, friendships and communication resulting in increased self esteem and personal satisfaction;
- Provide a stimulating environment whereby learning is encouraged, creating opportunities for innovative approaches to teaching and learning;
- Develop a reputation for excellence extending beyond the Bundoora and Bendigo campuses of La Trobe University into the broader community.

Basis for Course/Activity Delivery

The choice of activities by Students/Participants, also consider:

- Employment options (present and future);
- Quality and compliance required by funding and accreditation bodies;
- A range of opportunities available within and beyond the Bundoora and Bendigo campuses of La Trobe University;
- Responsive timetable within a stimulating environment.

To ensure that the service objectives are met, it is necessary to:

- Develop an individualised timetable/plan;
- Monitor the development and outcomes of each Students/Participant;
- Monitor the content and range of activities to meet Students/Participants' needs, whilst remaining evolutionary and developmental in nature;
- Aim to ensure there is an appropriate match between Students/Participant choice/goal requirements and staff skills;



Participant Code of Conduct 2020

Latrobe Lifeskills

The Latrobe Lifeskills Code of Conduct covers all activities and training whilst engaged at Lifeskills, both on campus and in the community.

Rules:

- No physical contact with Participants or staff;
- No bullying, violence or harassment, in person or via phone/social media. Respect your fellow Participants' right to attend classes/activities in a safe, harmonious environment;
- No sexual activity. Enjoy each other's company within the appropriate boundaries;
- No alcohol, recreational or illicit drugs;
- No theft or use of other Participant's property without permission;
- Show respect to staff and fellow Participants;
- Attend classes/activities as timetabled, be prepared and on time;
- Dressed appropriately for your activities and weather;
- Be responsible for your actions;
- Do not yell or swear at others;
- Do not damage property;
- Do not access areas of the university not used by Latrobe Lifeskills;
- You can only use your phone between 12:00pm – 12:30pm and after activities
- Respect other people's culture and diversity;
- Wear Personal Protective Equipment as directed

You are a representative of Lifeskills, therefore act in a manner that reflects well on yourself, your friends and family, and the community. Each Participant has the right to learn and participate in a safe and supportive environment.

I _____ agree to comply with this Code.
(please print name)

NOTE: Consequences for not following this Code of Conduct may include:

- Removal / exclusion from class/activities;
- Meeting with relevant Manager;
- Suspension of services



Code of Conduct

Bullying

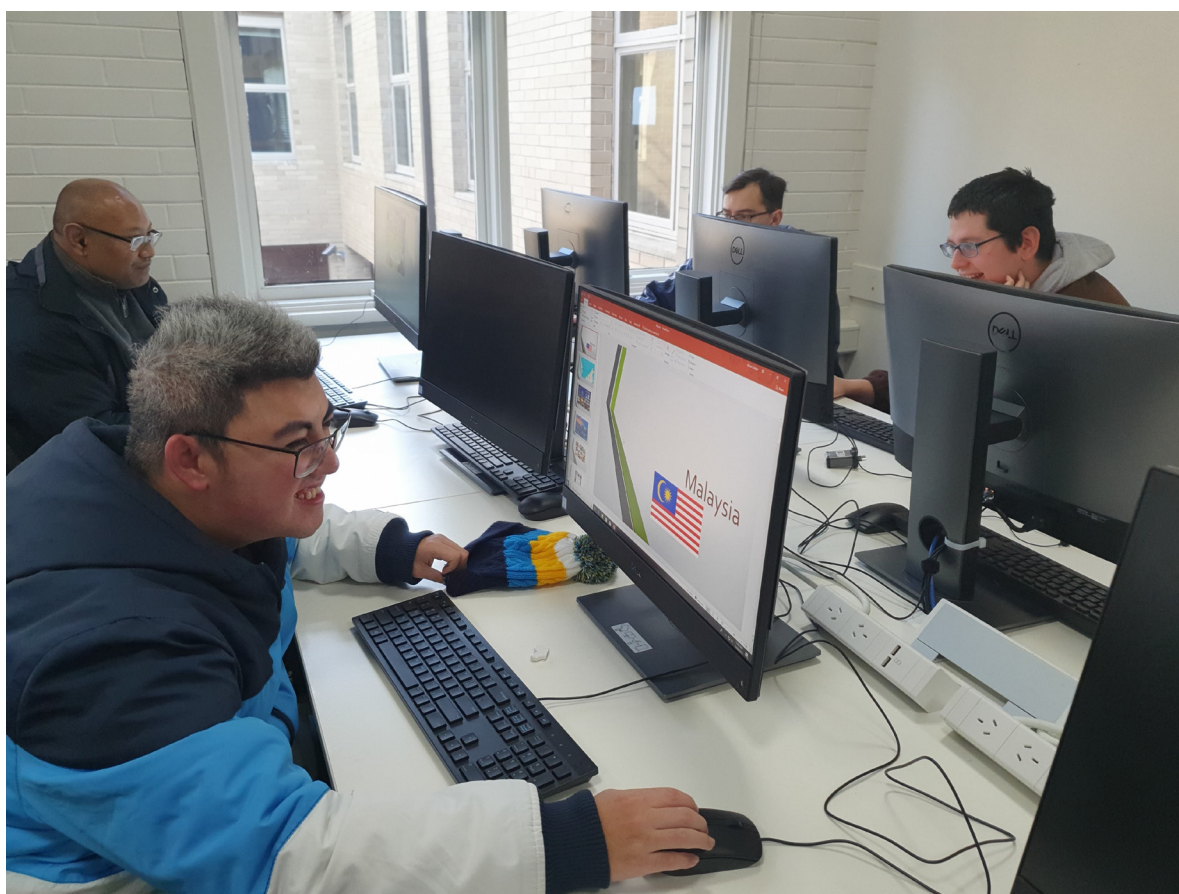
Bullying is characterized by persistent and repeated negative behaviour that creates a risk to health and safety of others, both physical and mental.

Lifeskills is committed to providing an environment free from unacceptable behaviour such as discrimination, harassment, bullying, victimisation and violence.

Lifeskills does not tolerate any bullying/harassment by Students/Participants, staff members or members of the general public.

If a complaint is made, the person responsible for the behaviour will be asked to stop the behaviour and apologise to the victim.

- Mediation will be considered and if necessary, disciplinary action taken;
- Failure to comply may result in suspension or expulsion from Lifeskills.



NDIS Staff Code of Conduct



NDIS Quality
and Safeguards
Commission

You are protected by the NDIS Staff Code of Conduct

The NDIS Code of Conduct applies to all NDIS providers and workers (including employees and contractors).

In providing supports or services to people with disability, staff covered by the Code must:

Respect the rights of the person:

act with respect for individual rights to freedom of expression, self determination and decision-making in accordance with applicable laws and conventions.

Respect Privacy:

respect the privacy of people with disability

Deliver services competently:

provide supports and services in a safe and competent manner, with care and skill

Act with integrity:

act with integrity, honesty and transparency

Prevent violence, neglect, abuse and exploitation:

take all reasonable steps to prevent and respond to all forms of violence, exploitation, neglect and abuse of people with disability

Take action on quality and safety:

promptly take steps to raise and act on concerns about matters that might have an impact on the quality and safety of supports provided to people with disability

Prevent sexual misconduct:

take all reasonable steps to prevent and respond to sexual misconduct

**To report a possible breach of NDIS Code of Conduct
please contact Lifeskills head office on
9479 1474**

Policies

No Smoking Policy

Both Lifeskills and La Trobe University are concerned for the health, welfare and comfort of its staff and students.

Lifeskills is also conscious of our responsibilities under the Occupational Health and Safety Act, which requires that Lifeskills provide a working environment that is safe and without risks to health.

The Lifeskills no smoking policy is consistent with that of La Trobe University, which states that the health dangers associated with active smoking have been known for some years.

More recent research both within Australia and overseas has suggested that significant health risks may be associated with passive smoking (the inhalation of smoke emitted from burning tobacco or smoke exhaled by smokers).

Lifeskills and La Trobe University regulations prohibits smoking:

- At all times in all University buildings and vehicles;
- On all University campuses, including outdoor areas - except in designated areas
- At all times in all Lifeskills vehicles, and external training venues.

All Lifeskills staff and Students/Participants are required to comply with this policy, and are advised that any breaches of this policy will be dealt with under the Lifeskills disciplinary process.

Alcohol and Other Drugs Policy

The Alcohol and Other Drugs policy of Lifeskills is consistent with that of La Trobe University, which is committed to upholding the law in the area of drug and alcohol use and to the health, safety and welfare of Students/Participants and staff.

This policy recognises the need for effective and consistent action, while striking an appropriate balance between work, study, privacy and concern for the individual. In an effort to meet the goals of harm minimisation, the following applies:

Policies include:

- Alcohol and tobacco will not be served to people under 18 years of age;
- Staff and Student/sParticipants experiencing difficulties with alcohol are encouraged to access community services for assistance;
- A safe and healthy workplace is provided and

maintained where applicable;

- Lifeskills may suspend Student/Participants or staff, or make other reasonable arrangements in situations where there is reasonable belief that they are under the influence of alcohol or drugs and are a risk to themselves or others.

Strategies include:

- Information about alcohol and drug issues can be accessed on links within the La Trobe University website;
- Lifeskills Student/Participants are not permitted to consume any alcohol during activities or during any Lifeskills organised functions e.g., the Art Exhibition Opening, excursions, camps, Formal Dinner Dance or any other social events. In addition, Student/Participants are not permitted to access Licensed premises during Lifeskills Support Hours.
- Gift giving - Staff will not accept gifts or souvenirs from Student/Participants, Parents or Carers. All gifts will be refused.

Policies

Privacy & Confidentiality

Lifeskills only keeps and collects information about you that is necessary for us to be able to provide you with the support you need and in-line with funding body requirements.

Student/Participant confidentiality is a right for all Students/Participants who use the service. Lifeskills will not collect or release any information without your consent. This consent will be gained verbally or in writing. You have the right to withdraw this consent at any time.

There could be times when Lifeskills will be forced to pass on information without your prior consent. This will only occur in the case of an emergency or a duty of care and/or as a legal requirement.

Information Management and Consent

The purpose for collecting personal information from you is to:

- provide services, including planning, coordinating, funding, implementing, monitoring and renewing Lifeskills' services
- report to NDIS, government or other funding bodies of how funding is serviced by us
- take photographs and videos for therapeutic and marketing purposes
- responding to your feedback
- responding to your queries

Student/Student/Participant information is stored on Lifeskills' Client Management System, Supportability, Students/Student/Participants can access their information by filling out a Request to Access Information form signed by a manager. Student/Participants can correct information or revoke their consent at any time.

All Students/Student/Participants will be requested to sign a consent form at intake and annually thereafter.

Misappropriation

1. Statement

Theft is defined as taking or possessing the property of another without right or permission. Student/Participants shall respect the property of Lifeskills, La Trobe University, its guests, all attending Student/Participants, and all members of the community.

2. Prohibited Activities

Specific violations of this standard include, but are not limited to:

- a. The unauthorised taking, misappropriation, possession, retention or disposal of any property owned or maintained by Lifeskills, La Trobe University, another Student/Participant, a person attending University or any other person; or
- b. The unauthorised use of any Lifeskills and La Trobe University owned or contracted service.

3. Possession of Lost or Misplaced Items

Any lost or misplaced item that is found should immediately be turned in to Lifeskills or the La Trobe University Security Services.

If a Student/Participant has questions concerning personal items that have been lost or misplaced, e.g. books, articles of clothing, belongings, identification cards, etc., please visit the Lifeskills office.

Occupational Health & Safety (OH&S)

Occupational Health & Safety Policy and Responsibilities

The Occupational Health & Safety Policy of Lifeskills aims to protect Student/Participants, staff and others at its workplace and training venues. Lifeskills complies with all relevant safety legislation.

When delivering training and assessment, Lifeskills is responsible for safety issues and has to abide by workplace safety responsibilities. If required, Lifeskills will review the workplace and make any recommendations to address and eradicate any problems.

All staff delivering training to the Student/Participants will share responsibility for the safety of all. They will actively take steps to identify hazards that may cause harm in their area of control and take prompt action to remove or control, or alternatively report them to another person who has the authority and capability to take action.

The CEO and staff may delegate safety duties or activities to others, but responsibility remains with them.

Student/Participants must take care of their own health and safety and that of their fellow Student/Participants to the extent of their capability. This means they must follow all safety rules during their day to day activities.

What is Occupational Health & Safety? (OH&S)

Occupational Health and Safety is concerned with protecting the safety, health and welfare of people engaged in work or enrolled in activities and accredited training at Lifeskills. The enjoyment of these standards at the highest levels is a basic human right that should be accessible by each and every staff member and Student/Participant.

What do I need to do?

If a Student/Participant notices something unsafe while at Lifeskills, they should report this to the nearest staff member immediately. Students/Participants should not try and fix, repair, approach or use anything that is broken or unsafe. Examples are: broken chairs, spilled liquid, equipment that is not working as normal.

If a Student/Participant hurts themselves while at Lifeskills, they need to report this to the nearest staff member immediately. If a Student/Participant notices someone else has hurt themselves at Lifeskills they should report this to the nearest staff member immediately. Examples are: cutting yourself, burns, falling over etc.

Latrobe Lifeskills Commitment

Latrobe Lifeskills commits to providing excellent services to people with disability and their families/carers. Lifeskills believes that the better we know each other, the better we can work together to achieve your goals.

Lifeskills is accredited by the Victorian Department of Health & Human Services, and National Disability Insurance Agency and focuses on safety and work to meet the highest standards to ensure your health and well-being.

Lifeskills activities include (depending on location):

- Access to LTU facilities
- Government accredited courses and qualifications (we are a registered training organisation, RTO);
- Independent Living Skills;
- Employment based skills;
- Community engagement;
- Sport and Recreation;
- Creative skills;
- Digital media;
- Performance arts

All aspects of our service delivery are designed to meet and support your individual needs.

Lifeskills works best in partnership with you. Sharing what we know means that together we can make good decisions. Our communication is honest and open. Everything we record is agreed with you.

If there are limits to what we can do, we will disclose them.

Before you agree to use our service, you are entitled to make sure that we can deliver on our promises.

By its nature, our work requires you to provide personal information about yourself. We assure you that we will respect your right to privacy, confidentiality and dignity at all times.

Lifeskills welcomes opportunities to improve, and encourage you to provide feedback if you are displeased or concerned about your supports.



Latrobe Lifeskills Commitment cont.

Services/Support

All courses and activities are provided by a range of skilled and experienced staff with experience in working with people with a disability and in the wider community. At all times Lifeskills is committed to working in conjunction with Students/Participants, families and carers and all relevant stakeholders. All the activities are carried out in accordance with relevant legislation and quality standards.

Policies & Procedures

The Lifeskills Student/Participant Handbook provides you with relevant information concerning:

- Privacy and confidentiality;
- Complaints and disputes;
- Protection of human rights and freedom from abuse;
- Service termination/exiting the service;
- Activity costs.

The person seeking the service receives a Student/Participant Handbook and the following is explained:

- NDIS funding required;
- Activity costs;
- Conditions of payment;
- Policies and Procedures
- RTO requirements (if applicable)

If required documents are provided in an accessible format, appropriate to the Student/Participant's needs.

Photos and Video

Photos and videos will not be taken without Student/Participant consent obtained via the Student/Participant Consent Form.

Student/Participant Communication

Initial meeting

The applicant and if appropriate, their family/carer are encouraged to be involved in the initial interview and subsequent meetings. During the interview, an Application for Enrolment form is completed.

Application

Lifeskills checks the application form to ensure that the person with a disability is registered for service with the NDIS/DHHS, whether other service activities are being offered or used, and whether a support coordinator has been appointed.

Information provision

Student/Participant Services Charter

Development of Person Centred Supports and Services

Once the person with a disability has gained a service or place at Lifeskills through NDIS, a schedule of supports and timetable is developed with them.

Lifeskills Students/Participants, families and carers are invited, at any time, to arrange a time to speak with us to discuss their ongoing progress, ask questions or discuss any concerns they may have.

A review of Students/Participants supports are conducted annually or as required, so that we may adjust the Lifeskills Timetable to accommodate everyone's needs and requirements. However, you may request a review of your supports at any time.

Victorian Charter of Human Rights & Responsibilities

What is the Charter?

The Charter of Human Rights and Responsibilities Act 2006 (Charter) is a Victorian Act of Parliament that protects and promotes 20 civil and political rights. The aim of the Charter is to protect and promote human rights by ensuring that public powers and functions are exercised in a principled way and that public power is not misused. It complements a number of other pieces of legislation that are aimed at regulating the relationship between individuals and the State.

Rights protected by the Charter are:

- Right to be recognised and equal before the law;
- Right to life;
- Right to be protected from torture and cruel, inhuman and degrading treatment, and not to be subject to medical or scientific experimentation

or treatment without consent;

- Right not to be held in slavery or made to perform forced work;
- Right to freedom of movement;
- Right to privacy and reputation;
- Right to freedom of thought, conscience, religion and belief;
- Right to freedom of expression;
- Right of peaceful assembly and freedom of association;
- Right of families and children to protection by society and the State;
- Right to take part in public life;
- Right of a person to practice and enjoy his or her culture, religion and language;
- Right not to be deprived of property;
- Right to liberty and security of person;
- Right of a person deprived of liberty to be treated humanely;
- Right of a detained child to be segregated from detained adults;
- Right to a fair hearing;
- Right of a person charged with a criminal offence to be presumed innocent;
- Right not to be tried or punished more than once; and
- Rights concerning retrospective criminal laws.

Lifeskills also follows the principles and sentiment of the United Nations Convention on the Rights of Persons with Disabilities

<http://www.un.org/disabilities/convention/conventionfull.shtml>

Freedom, Respect, Equality, Dignity (FRED)



Charter of Human Rights and Responsibilities



Freedom

- ✓ To have your own ideas & express yourself, eg. speak up
- ✓ To move around freely & to choose your own friends
- ✓ Rights to liberty (freedom) and to be safe
- ✓ To have your own things (eg. furniture, car, house)
- ✓ To have & use rights in law (eg. police, courts) processes
- ✓ To only be punished (eg. jail) once for the same crime
- ✓ To be protected from unfair laws (criminal)
- ✓ To choose & follow a religion or belief
- ✓ From being forced to work (eg. a slave)



Respect

- ✓ To have the right to be alive, eg. receive proper medical treatment to support you live a good life
- ✓ For families & children to be looked after & protected
- ✓ Of your culture &/or your religion, *including recognition that human rights have a special importance for Aboriginal people of Victoria.*



FRED

Equality

- ✓ For all to be treated as equal before the law
- ✓ To be entitled to be part of the community & public life
- ✓ The right to vote
- ✓ To be treated fairly without discrimination



Dignity

- ✓ Protection from medical or scientific experiments or other treatment without you saying it is okay
- ✓ To be treated with dignity & protected from bad or cruel treatment
- ✓ Protection of your privacy & your reputation
- ✓ To be treated with dignity if you are in jail/institution
- ✓ Children should be treated properly by the police, courts & laws



Zero Tolerance

Latrobe Lifeskills practices

Zero Tolerance is:

- a way for organisations to understand actions they can do to prevent and respond to abuse, neglect and violence of people with disability
- a clear message that abuse, neglect and violence are not okay
- a way of thinking about abuse as a human rights issue not a disability issue
- an organisational and personal commitment to act on:
 - anything that makes a person with disability be or feel unsafe
 - anything that doesn't support a person's human rights
 - anything that we could be doing better
- a collection of resources to educate and train staff at all levels to understand their responsibilities in preventing and responding to abuse
- a way of working collaboratively within and outside the disability sector to prevent and respond to abuse

The Zero Tolerance commitment to recognise, raise and respond to any deviation from the human rights of people using disability services. It is a personal and organisational commitment to always have our eyes open and always be doing better to support rights.

1. Understanding Abuse

Promote and apply human rights

Understand causes of abuse

Recognise risk factors and signs of abuse

2. Practices and Safeguards which can help prevent abuse

Implement policy and practice that protect people's rights

Support empowerment of people with disability

Create the right organisational cultures

3. Addressing Risk for Specific Groups and Service Settings

Targeted approaches for groups at increased risk of abuse

Target service features and settings that increase risk

Reducing and eliminating restrictive practices

4. Responding to abuse

Early intervention and response

Supporting the person

Meet legal and organisational requirements

5. Analysis, Learning and Improvement

Maintain and analyse records

Continuous improvement

Support initiatives to reduce abuse

Say 'NO' to abuse

What is abuse?

- abuse is when someone does or says things to you that make you feel upset or frightened. you may be scared to speak out or stop them
- abuse is when someone tries to take away your rights
- abuse can be when you do not agree with what is happening to you or others around you
- Sometimes a person may not realise they are hurting you. But some people hurt others on purpose. Either way, abuse is wrong.

Sexual Abuse:

This is when someone makes you do sexual things you don't want to do. Sexual abuse can make you feel sad, angry, ashamed or frightened.

Sexual abuse is being touched where you do not want to be touched, such as on your private parts. This might be on your;

- Breasts
- Bottom
- Vagina (female)
- Penis (Male)

Other forms of sexual abuse can be:

- being made to touch other peoples private parts when you do not want to
- undressing for someone when you do not want to and do not need to
- having sex when you do not want to
- being made to watch or say sexual things when you do not want to.

Neglect:

This can be:

- not being taken to a doctor when you are ill
- being cold a lot of the time
- being hot a lot of the time
- being hungry a lot
- not having enough clothes to wear, or only having dirty clothes to wear
- not having important equipment when you need it, for example; hearing aids, walking frames or wheelchairs
- being put in danger

Emotional abuse:

This can be:

- calling you names
- threatening you
- laughing at you
- blaming you for things that are not your fault
- ignoring you
- treating you like a child

Financial abuse:

This can be:

- stealing your money or things that belong to you
- making you buy something you do not want to buy
- using your money to pay for items other people want
- when you do not have a say in how your money is spent
- spending your money without checking with you first

Say 'NO' to abuse cont.

Discrimination:

This could be because of:

- the colour of your skin
- your religious beliefs
- you are either male or female
- your age
- your disability
- the language you speak
- if you are gay or lesbian

Whose fault is it?

It is not your fault if someone abuses you. What they are doing is wrong. Often people can feel guilty if they are abused. You might feel that it is your fault. You might feel that you have done something to make it happen. If you feel like that, talk to someone you trust.

What can you do?

Who can you tell?

Tell someone you trust. Do this as soon as you can. You could tell:

- family
- the police
- a carer, social worker, or staff member who supports you
- a friend
- a doctor
- a religious leader

Most importantly it has to be someone who you can trust.

Contacts:

- Your Manager or Chief Executive Officer (Tammy, Martin or Douglas)
- Contact your local police for serious cases of abuse or neglect. The police will investigate all reports of abuse and neglect.
- NDIS Quality and Safeguards Commission - 1800 035 544
- Disability Services Commissioner - 1800 677 342
- Victorian Equal Opportunity & Human Rights Commission - 1300 891 848
- National Disability Abuse and Neglect Hotline - 1800 880 052

Computers & Electronic Devices

Computers

Lifeskills uses the La Trobe University computer laboratories for computer-based classes. This enables you to have access to the most recent technology.

Lifeskills actively supports access by Student/Participants to the widest variety of technology and resources to enhance their skills and independence. Such access is a privilege and not a right, therefore access entails responsibility to comply with the La Trobe University and Lifeskills Conditions of Use.

The following guidelines are meant to provide fair and reasonable rules by which Students/Participants can access technology in the most appropriate way, to suit their needs and rights, within the learning environment.

Internet and Email Access

Use of the Internet and Email at Lifeskills is to be conducted in a responsible manner. Lifeskills accesses Internet and Emails through the La Trobe University computer hub and therefore all use must comply with the La Trobe University regulations.

- Students/Participants will receive adequate supervision when using computers;
- Students/Participants will only access the Internet web-sites appropriate for learning and personal interests;
- If the Student/Participant enters an unsuitable website, he /she is expected to immediately click the Home page or Back Button, exit the site immediately, and inform the supervising Lifeskills Staff;
- Student/Participants are expected to provide their own head-phones when accessing websites with sound;

- All Students/Participants are expected to provide their own USB stick for saving their work.

Mobile Phone Usage

- Students/Participants are not permitted to send messages or calls during class times;
- During 12:00pm - 12:30pm it is acceptable for Students/Participants to use their phones;
- When communicating with others (talking, email, telephone, mobile) it is expected that the language used is appropriate, i.e. no swearing or offensive words or messages are permitted and that volume levels are appropriate;
- Lifeskills prefers that phone usage be kept to a minimum while the Students/Participants are on campus. This also ensures that telephone expenditure is no greater than necessary;

In case of an emergency, a parent/carer should call the Lifeskills office on 03 9479 1474, and staff will get a message to the Student/Participant as quickly as possible.

iPad / iPod or Music Device

- Student/Participants are not permitted to use personal iPads, iPods, or any other music devices during class times;
- During break times it is acceptable for these devices to be used, but;
- Lifeskills prefers the usage to be minimal while Student/Participants are present on campus and that volume levels are at an appropriate level;
- It is the responsibility of the Student/Participant to look after their own property;

Activity Fees, Government Allowances

Activity Fees

For activity costs whilst you participate in NDIS funded activities and supports, you will be invoiced monthly.

For a list of activity costs, please contact Head Office as they may be subject to change.

Should financial difficulties arise regarding payment, please contact the CEO on 03 9479 1474 to discuss a payment plan.

Centrelink Pensioner Education Study Supplement (PES)

Student assistance payments / Pensioner Education Supplement (PES)

Centrelink administers student assistance payments through various means for students enrolled in Australian educational institutions. "Pensioner Education Supplement (PES) comes in the form of payments/financial support to assist students with costs whilst finishing an endorsed course or approved study. Students need to meet eligibility requirements to qualify for a student payment. They can achieve this by:

- getting certain pensions or payments, and
- meeting stated study rules (including a minimum study load to qualify)

Refer to the Department of Human Services website for detailed information.

Eligibility for PES

There are a number of eligibility criteria considered by the Department of Human Services when assessing this entitlement. For example, the student must be enrolled into an endorsed Course and still actively participating within a minimum study load capacity. Students who have left / withdrawn / cancelled their Course may have their entitlement discontinued. All Courses listed below are endorsed. They meet the requirements of approved courses of education and study, for the purposes of qualifying for a student payment:

- 22294VIC Course in Initial Adult Literacy and Numeracy
- 22293VIC Certificate I in Initial Adult Literacy and Numeracy
- 22301VIC Certificate I in Transition Education
- 22302VIC Certificate I in Work Education

Once the course has ended (student has completed / withdrawn / cancelled or left Lifeskills), it is the responsibility of Students (with support from family/carers) to advise Centrelink of the change of circumstances. Not notifying Centrelink of these changes can affect the entitlement of student assistance payments and place the student at risk of incurring a debt to the government.

For general information about student payments, visit the Australian Government Department of Human Services website under Students and Trainees.

Suspension & Withdrawal

Suspension

Suspension is a consequence of a very serious offence or a series of repeated transgressions of the Lifeskills Code of Conduct.

Suspension is a serious disciplinary measure, and is only used when other strategies have not produced a satisfactory response.

With the exception of situations that require urgent action, Lifeskills Management will ensure that a range of options have been considered before suspending a Student/Participant from the activity.

The Student/Participant will be informed that the suspension is being considered and given the opportunity to address the issues of concern(s) and to respond positively, unless the staff member involved deems that urgent action is required.

If a Student/Participant's behaviour warrants suspension, the CEO will ensure that every reasonable step is taken to arrange a meeting with the Student/Participant, the parents/carers, or an appropriate advocate to discuss the reasons for suspension and the consequences and course for future action.

The Student/Participant's return to the activity will occur only when clear guidelines have been established regarding the behavioural expectations.

Withdrawal from Class

When a Student/Participant's behaviour interferes with the rights of others to learn, or the rights of a staff member to teach activities, that Student/Participant may be temporarily removed from the classroom activities.

If a Student/Participant is required to leave a classroom, or activity, he/she will be directed to the appropriate staff member who will inform the parents/guardians of the withdrawal/exclusion from class(es).

The supervising Staff member will ensure that a "File Note" is completed on the CMS which describes:

- What happened;
- Date, time, place of what happened;
- What the Student/Participant did wrong;
- What the Student/Participant should have done;
- Who was effected by their actions;
- What actions were taken.

The file note will be retained on the Student's/ Participant's file. The Student/Participant is entitled to a copy of the File Note, if they formally request it.

A Manager will work with the Student/Participant, and any support person requested by the Student/ Participant, to ensure a clear understanding of the incident, the consequences, and course for action in the future.



Suspension & Withdrawal

Reasons for Suspension

- Behaviour that constitutes a danger to health and safety of any Student/Participant, staff member, or any other person;
- Any act of violence, significant destruction or damage to property, or theft of property;
- Consumption and/or possession of illegal drugs or other prohibited substances, such as alcohol;
- Failure to comply with any reasonable and clearly communicated instruction of a staff member;
- Behaviour that interferes with the educational opportunities of another Student/Participant;
- Behaviour that is threatening in any way;
- Unacceptable and/or discriminatory behaviour, including harassment, toward another person.

Return from Suspension

Student/Participants returning from suspension, and those who are consistently withdrawn from class for breaches of conduct, may be put on a "Behaviour Check", where staff are asked to regularly comment and document the Student's/Participant's behaviour after each class.

Expulsion

The decision to expell a Student/Participant can be made by the CEO, based on information and advice from a Manager.

Incident Reporting

There are times that Lifeskills must tell the NDIS Commission if there is an incident.

For example: If you or any Lifeskills Student/Participant are badly hurt in any way by anyone. This is called a Critical or Reportable Incident.

What happens if there is a reportable or critical incident?

Management will fill out an Incident Form.

The Incident Report is sent to the NDIS Commission.

Withdrawing from Lifeskills

Please come and speak with us if you want to change your hours or days you wish to spend at Lifeskills. We regularly review your personal plan, and you can speak to us at any time to discuss or review your plan. If you make a change to the hours of support you wish to engage in, you will receive an Amendment to Supports document.

Re-admission to Lifeskills

If you have left Lifeskills and then want to come back we are always open to discussing the matter with you. Please give us a call to discuss the possibilities and if necessary we will assist you to make the appropriate contacts regarding funding options and transfer.



Complaints

Complaints Procedures

An essential element of the principles of fairness and equity is the right to have complaints heard for individuals claiming unfair treatment.

We believe that proper outcomes are more likely to be achieved when there are avenues for Student/Participants to activate a review of actions or decisions that directly affect them, and about which they have a legitimate concern. Effective communication is essential and can be characterised by an approach that:

- Is respectful, open and honest;
- Actively listens to concerns;
- Acknowledges the concerns raised;
- Does not seek to judge;
- Does not seek to problem-solve too quickly when it may be more about being heard than the desire to have something fixed;
- Is simple, clear and concise;
- Clearly articulates process and time frame;
- Provides ongoing consultation and negotiation.

The elements described above emphasise that communication is:

- In a clear, consistent manner;
- Conducive to learning;
- Provides learning situations that allow for success;
- Provides positive re-enforcement for Students Participants and staff;
- Demonstrates a sense of fairness and lack of favour for individuals or groups;
- Uses language that is positive, clear and intended to foster harmonious relationships.

Lifeskills will act on all complaints found to be substantiated, but the nature of the action will depend on the nature of the complaint.

Complaints will generally be of the following type:

- Personal complaints;
- Employment agreement complaints;
- Appointment complaints;
- Disciplinary complaints;
- Discrimination and sexual harassment complaints.

We aim to satisfactorily resolve complaints internally.

Lifeskills management and staff are responsible for ensuring that all complaints or enquiries with respect to complaints are satisfactorily dealt with in absolute confidentiality and in a timely manner.

They are also responsible for assisting all those who are involved in a particular situation, and in any subsequent procedure to have complaints and complaints addressed and rectified.

The informal complaints and appeals procedure will involve the following steps:

If an event takes place which a Student/Participant is unhappy and/or concerned about they should inform a staff member or advocate.

The Staff will record the complaint in writing and ask how the person bringing the complaint (the complainant) would like it to be resolved;

- An enquiry will take place to ascertain all the facts of the alleged complaint or grievance;
- The staff and/or a Manager will endeavour to resolve the issue by discussion with all concerned, with the complainant's permission;
- If after discussion, resolution is not possible then a formal process will commence;
- In the course of enquiries and/or after discussion with the complainant, their family may be contacted, if appropriate, and the complaint agrees to it.
- If you are still not happy, you can tell the NDIS Commission on 1800 0355 544 or via their website at www.ndiscommission.gov.au.

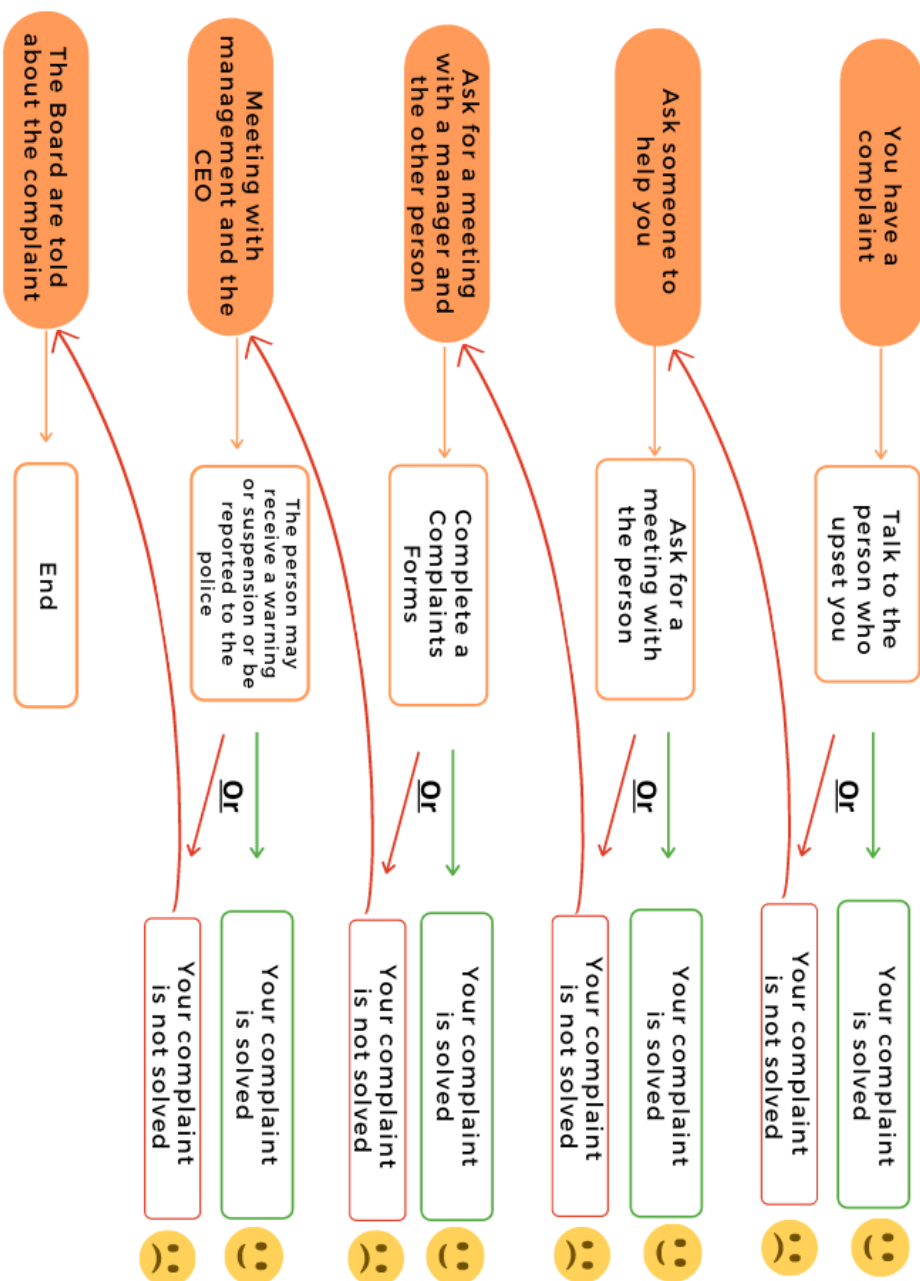
Complaints Cont.

Flow Chart



Latrobe Lifeskills

COMPLAINTS FLOWCHART



Complaints Cont.

NDIS Quality and Safeguards Commission

If Lifeskills is unable to resolve your concern or complaint, then you should seek further support by contacting the NDIS Quality and Safeguards Commission. They will work with you and Lifeskills to resolve your complaint.

Who can make a complaint?

A person with a disability, family member or concerned party can lodge a complaint with the NDIS Quality and Safeguards Commission at any time.

What can a complaint be about?

The NDIS Commission can take complaints from anyone about:

- NDIS services or supports that were not provided in a safe and respectful way
- NDIS services and supports that were not delivered to an appropriate standard
- How an NDIS provider has managed a complaint about services or supports provided to an NDIS Participant.

How Can You Make a Complaint?

A complaint can be made to the NDIS Commission by:

Phoning: 1800 035 544 (free call from landlines) or TTY 133 677. Interpreters can be arranged.

National Relay Service and ask for 1800 035 544.

Visiting www.ndiscommission.gov.au

Record Keeping.

Staff members associated with investigating and resolving a complaint or appeal are required to keep file notes of any related discussion or actions. Such file notes are to be marked "Strictly Confidential" and be held in a secure restricted place. All official correspondence with the complainant / appellant will be retained in the same place.



Appeals for Accredited Courses

In the case of Students undertaking an AQTF Accredited Course, they have the right to appeal decisions made by the RTO where reasonable grounds can be established. The areas in which a student may appeal a decision made the RTO may include:

- Enrolment decisions;
- Assessment conducted;
- Deferral, suspension, or cancellation decisions made in relation to the Students enrolment;
- Or any other conclusion / decision made after a complaint has been dealt with by the RTO in the first instance.

To activate the appeals process the student is to complete a Grievance, Complaints and Appeals Form which is to include a summary of the grounds of appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained, investigated, and help and support with this process can be obtained from the RTO Manager.

Latrobe Lifeskills shall then determine the validity of the appeal and organise a meeting with all parties involved in the matter and attempt to seek resolution where appropriate.

The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

The CEO shall ensure that the RTO acts on any substantiated appeal.

Where an appeal has been lodged it will be defined into one of the following categories and the appropriate procedures followed:

General appeals

Where a Student has appealed a decision or outcome of a formal complaint they are required to notify the RTO in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal.

The appeal shall be lodged through the RTO Manager and shall ensure the details of the appeal are added to the

Grievances, Complaints and Appeals Register.

The RTO Manager shall seek details regarding the initial documentation of the complaint and shall make a decision based on the grounds of the appeal, or escalate to the CEO as appropriate.

The Student shall be notified of the outcome with reasons for the decision, and the 'complaints and appeal register' updated. The Student shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The Student is required to notify Latrobe Lifeskills they wish to proceed with the external appeals process.

Assessment appeals under AQTF accredited courses

Where a Student wishes to appeal an RTO assessment they are required to notify their assessor in the first instance. Where appropriate the assessor may decide to re-assess the Student to ensure a fair and equitable decision is gained. The assessor shall complete a written report regarding the re-assessment outlining the reasons why assessment was or was not gained.

If this is still not to the Students satisfaction the Student shall formally lodge an appeal by submitting a written letter outlining their reasons for the appeal. They shall lodge this with the RTO Manager and the appeal shall be entered into the 'Complaints and Appeals Register'.

The RTO Manager shall be notified and shall seek details from the assessor involved and any other relevant parties. A decision shall be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a 'third party'. The third party shall be another assessor appointed by the RTO.

The Student shall be notified in writing of the outcome with reasons for the decision, and the Grievance, Complaints and Appeals Register updated. The Student shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The Student is required to notify the RTO if they wish to proceed with the external appeals process.

Escalation resolution and escalation to the VRQA

If the student is still dissatisfied with the decision of Latrobe Lifeskills' RTO, the student may wish to place a complaint about the RTO to the Victorian Registration and Qualifications Authority (VRQA) directly.

Please be aware that VRQA does not act in a mediation capacity. If the internal grievance, complaint and/or appeal did not reach a desired outcome by all parties, and the student still believes the RTO is breaching or has breached its legal requirements, the student can submit and escalate the complaint to VRQA.

Latrobe Lifeskills will assist with directing the Student to VRQA:

- Complaint can be logged digitally on their Complaints website via <https://www.vrqa.vic.gov.au/complaints/Pages/complaints.aspx>
- Complaint can be completed in writing.

Students have two options to submit the complaint:

1. Complete an online Form on the VRQA Complaints Website
2. Send the letter to: Manager, Complaints Unit VRQA, GPO Box 2317 Melbourne VIC 3001

If the student is unable to make a complaint in writing, the student can make a complaint in-person or call VRQA on:

Level 4 Casselden

2 Lonsdale Street

Melbourne Vic 3000

Phone: 03 9637 2806

Information by VRQA to include in your complaint:

- the name of the school, registered training organisation (RTO), education provider or student exchange organisation (SEO), and/or the course you're complaining about.
- an outline of issues you are complaining about, for example. what happened, what was the impact of that event and how has it affected you?
- any document or materials you may have to support your complaint, such as letters or emails between you and the organisation, marketing materials and letters from other people who are affected.

NDIS Quality and Safeguards Commission

About

Latrobe Lifeskills is a registered NDIS provider of supports and is registered with the NDIS Quality and Safeguards Commission. As a registered provider, Latrobe Lifeskills has an obligation to comply with the NDIS Practice Standards. The Core Module Practice Standards apply to Latrobe Lifeskills.

Core Module

The core module covers:

- rights of Student/Participants and responsibilities of providers
- governance and operational management
- the delivery of supports, and
- the environment in which supports are delivered.



Advocacy

What is an Advocate?

An advocate is someone who speaks up for you if you cannot speak up for yourself.

To find an advocate to help you, go to:

Disability Advocacy Finder www.disabilityadvocatefinder.dss.gov.au

or

Disability Advocacy Network Australia

www.dana.org.au

You can ask someone you trust to help you complain.

You can ask an advocate to help you.

Not sure who can help you?

Talk to a Lifeskills staff member who will help you find someone.



Courses on offer

Lifeskills offers a wide range of Accredited Courses, Independent Living, Health/Well-being, Creative Arts/Music and employment-based skill development opportunities. Classes are conducted at various locations both at La Trobe University (Bundoora & Bendigo) and in the wider community.

Accredited Courses

Lifeskills is a government Registered Training Organisation (RTO) and has the following courses on its Scope of Registration:

Lifeskills currently offers the following accredited courses / Units	
22301VIC	Certificate I in Transition Education
22302VIC	Certificate I in Work Education
22294VIC	Course in Initial Adult Literacy & Numeracy
22293VIC	Certificate I in Initial Adult Literacy & Numeracy

Attendance

Absenteeism and Student/Participant attendance is a complex issue which includes a range of Student/Participant behaviours including learning and training refusal, and/or truancy. Lifeskills would like to adopt and promote a state-wide initiative called "Every day counts", which aims to assist in improving attendances through a shared commitment by Students/Participants, parents, caregivers, Lifeskills and the broader community.

- All Students/Participants should attend every scheduled learning and training day;
- Lifeskills is putting in place strategies to monitor, communicate and to improve regular Student/Participant attendance;
- Truancy can place a Student/Participant in unsafe situations, and impact on their future employability and life choices;
- Attendance is the responsibility of everyone in the community.

Accredited Courses

All Accredited Courses are nationally recognised under the Australian Qualifications Training Framework and on successful completion, Students/Participants will be awarded a certificate. Students/Participants who partially complete a designated course will receive a Statement of Attainment listing the units in which they have been assessed as competent.

Entrance Requirements

Lifeskills is open to all applicants and there are no minimum qualifications.

Anyone wishing to enrol in an Accredited Course is required to complete an application and attend a Pre-Training Review (PTR). A Pre-Training Review will involve a pre-enrolment interview to ascertain the Student's/Participant's interest in an Accredited Course and a language, literacy and numeracy assessment to gauge the Student's/Participant's core skills in writing, reading, numeracy, oracy and learning. Lifeskills will utilise the pre-training review to recommend the course suitability, identify gaps and recommend reasonable adjustments where required. Sometimes a Student/Participant may be asked to attend for a trial period to make sure the program is suitable for their needs and interests.

Credit Transfer

Students/Participants can apply for Credit Transfer where applicable.

Credit transfers will be granted for any units that have been previously attained and are matched to a unit within a Student/Participant's current enrolment or where units from a preceding training package or Department of Education Accredited Course is seen to be equivalent as documented by the guidelines. Units that are not able to be directly matched will be reviewed to determine whether the content from units previously attained aligns with content within the remaining units of the Student's/Participant's course.

The AQTF Definition states that: A process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications, i.e., a recognised qualification from a recognised Registered Training Provider (TAFE college, RTO etc.) is transferable across states and institutions.

Skills First Program

Lifeskills is tendering for the Skills First 2021 contract in order to extend access to deliver government subsidized nationally recognised training to eligible individuals through Skills First, previously known as the Victorian Training Guarantee (VTG). Skills First is all about making vocational education and training more accessible to individuals who do not hold a post-school qualification, or who want to gain a higher level qualification than currently held. In addition to this, Lifeskills has been listed as an approved Disability-specific Foundation Skills Course Provider. Please speak to Lifeskills to confirm eligibility and suitability for an Accredited Course before enrolment. Lifeskills encourages individuals with disabilities to access training with Victorian and Commonwealth Government Funding

Accredited Courses

Responsibilities of the Student/Participant

Student/Participants with support will be required to take responsibility for:

- understanding about their course;
- advising staff of previous skills and knowledge;
- attending all training sessions as required;
- completing assessments;
- meeting with staff to review progress;
- discussing any concerns regarding the training course, session activities and the ability to learn with their trainers;
- advising staff if any special adaptive equipment or support for training is required;
- participating in course evaluation and providing feedback through surveys each year;
- course attendance.

Right of Student/Participants

All Student/Participants have the right to:

- a safe and healthy learning environment;
- be treated with respect;
- have all legislation affecting the learning environment followed;
- have the opportunities to practice the skills and knowledge gained;
- have training and assessment outcomes recorded;
- have access to their files, which can be accessed if required;
- have relevant training materials and that other re-

sources as recommended are provided;

- have been prepared for assessments and can complete them when they are ready;
- have skills and knowledge assessed;
- feedback given on their progress;
- appeal via the complaints process if unhappy with the result, or any other reason.

Qualified & Professional Staff

All Trainers and Assessors have:

- Demonstrated competencies at least to the level of the qualification they are delivering;
- Demonstrated and achieved at least Certificate IV in Training & Assessment Standards or their equivalent (TAE 40110 or TAE40116);
- Have current industry experience that is relevant to the particular courses/modules and units they are delivering.

All Trainers and Assessors attend professional development and meet on a regular basis to ensure they are up to date with relevant assessment practices and requirements.

Access & Equity

Lifeskills actively supports and encourages people of all abilities to participate in their training activities.

Lifeskills ensures the access and equity principles and practices are applied when dealing with Student/Participants and the community.

Student/Participants will not be denied access to services where they are deemed eligible for such a service and where the organisation has the appropriate resources to provide quality services.

Student/Participants will be individually interviewed and assessed on their eligibility for the service being provided. Selection will comply with equal opportunity legislation.

Accredited Courses

22301VIC Certificate I in Transition Education

Course Aims: Provide the Student/Participant the support, knowledge and skills to:

- identify their individual future options for further training, work or community activities including identifying the goals and strategies to achieve them;
- explore and access a range of support services and facilities including community and local government resources;
- knowledge and skills which will enhance their continued further training, work and community participation;
- develop interpersonal and self-confidence skills relevant to participation in the community;
- gain an understanding of the nature of travelling independently and the support resources;
- knowledge and skills related to using technology safely;
- knowledge and skills related to working safely.

Units (and nominal hours): **Core:** Develop and document a learning plan with support (150); Enhance self development (150); Participate in travel activities (150); Investigate future options for further training, work or community activities (150); Participate in the community (150); Use technology for a range of purposes (150).

Electives: *Develop keyboard skills (40); Operate a personal digital device(20); *Develop personal effectiveness (30); Contribute to health and safety of self and others (20); *Read simple sentences (70); *Write simple sentences (70).

Learning Pathways: There are no specific vocational outcomes from this certificate. The focus of the curriculum is to enable learners with special learning needs to find the most appropriate option for them in the community and/ or further training after leaving school. This may include supported employment, volunteer work or further study.

Pre - Requisites / Entry Requirements: There are no pre-requisites for this qualification.

Lifeskills is open to all applicants (over eighteen years of age) and there are no minimum qualifications.

Anyone wishing to attend Lifeskills is required to complete an application and attend an interview. Sometimes a Student/Participant may be asked to attend for a trial period to make sure the program is suitable for their needs and interests.

Training Delivery: Classroom based and/or work placement at external employers.

* 2 electives can be chosen but Lifeskills recommends 'Read simple sentences', 'Write simple sentences'.

Accredited Courses

22302VIC Certificate I in Work Education

Course Aims: Provide the Student/Participant the support, knowledge and skills to:

- identify their individual future options for further training, work or community activities including identifying the goals and strategies to achieve them;
- explore and access a range of support services and facilities including community and local government resources;
- enhance their continued further training, work and community participation;
- develop interpersonal and self-confidence skills relevant to participation in the community;
- gain an understanding of the nature of travelling independently and the support resources;
- using technology safely;
- work safely.

Units (and nominal hours): Core: Develop personal management skills for work (80); Participate in vocational activities (400); Participate in practical placement with support (300); Develop an individual vocational plan with support (100); Prepare for employment (30); Contribute to health and safety of self and others (20), develop interpersonal communication skills for the workplace (30).

Electives: Participate in job seeking activities(50); Organise and complete daily activities (20); Operate a personal digital device (20).

Learning Pathways: There are no specific vocational outcomes from this certificate. The focus of the curriculum is to enable learners with special learning needs to find the most appropriate option for them in the community and/ or further training after leaving school. This may include supported employment, volunteer work or further study

Pre - Requisites / Entry Requirements: There are no pre-requisites for this qualification.

Lifeskills is open to all applicants (over eighteen years of age) and there are no minimum qualifications.

Anyone wishing to attend Lifeskills is required to complete an application and attend an interview. Sometimes a Student/Participant may be asked to attend for a trial period to make sure the program is suitable for their needs and interests.

Training Delivery: Classroom based.

Accredited Courses

22294VIC Course in Initial Adult Literacy & Numeracy

Course Aims: This Course supports Students/Participants with an intellectual disability in developing:

- initial literacy and numeracy skills
- recognition and use of letters of the alphabet
- job ready and behavioural skills
- general communication skills using pictures and symbols
- social skills through verbal communication and ques
- general study skills
- recognising numbers from 1 to 10
- coins and notes recognition
- self-esteem and self-worth

The Course is designed to assist Students/Participants in maintaining literacy skills developed for the workplace and general community.

Units (and nominal hours): Electives: Recognise and use letters of the alphabet (40), Read simple words (80), Communicate using pictures and symbols (40), Write simple words (80), Communicate verbally using single words (40), Recognise and use whole numbers from 1 to 10 (20), Recognise coins and notes (40).

Electives: Use hygienic practices for food safety (15); Prepare simple dishes (25); Prepare sandwiches (10).

Learning Pathways: There are no formal pathways from the Course in Initial Adult Literacy and Numeracy. Latrobe Lifeskills does recommend that Students/Participants completing the Course in Initial Adult Literacy and Numeracy may then continue their studies in the higher level 22293VIC Certificate I in Initial Adult Literacy and Numeracy Course. The Course supports the development of skills and knowledge in literacy, language and numeracy as identified as being required for future volunteer work, work experience and for engaging within the community.

Pre - Requisites / Entry Requirements: There are no prerequisites for this Course.

Lifeskills is open to all Student/Participant applicants and there are no minimum qualification requirements.

Anyone wishing to attend Lifeskills is required to complete an Application Form and attend a Pre-Training Review (interview). A Student/Participant may be asked to attend a trial period to ensure the Course is suitable to the Student's/Participant's needs and interests.

Training Delivery: Fully classroom based and face-to-face supervised training delivery and assessment.

Accredited Courses

22293VIC Certificate in Initial Adult Literacy & Numeracy

Course Aims: This Course supports Students/Participants with an intellectual disability in developing:

- literacy through reading, writing skills and forming simple sentences
- numeracy skills using numbers from 1 to 100
- job ready skills
- general communication skills
- social and behavioural skills
- general study skills
- coins and notes recognition and usage
- self-esteem and self-worth

The Course is an avenue for Students/Participants to build and maintain literacy and numeracy in a formal structured learning environment with aims to provide skills and knowledge which are transferable into future employability skills. The Course is also a way to pathway informally into other Certificate I and II Courses.

Units (and nominal hours): Electives: Read phrases (85), Write phrases (85), Communicate orally using phrases (80), Read simple sentences (70), Write simple sentences (70), Communicate orally using simple sentences (35), Count and use numbers from 1 to 100 (20), Count to 50 by multiples of 2 (20), Use coins and notes (25), Use simple addition skills (40), Use simple subtraction skills (40).

Electives: Prepare simple dishes (25); Prepare sandwiches (10); Interact with customers (20); Produce appetisers and salads (25); Prepare and serve non-alcoholic beverages (20).

Learning Pathways: There are no formal pathways from the Course in Initial Adult Literacy and Numeracy. There are no formal pathways from the Certificate I in Initial Adult Literacy and Numeracy. Latrobe Lifeskills does recommend that Students/Participants completing the Certificate I in Initial Adult Literacy and Numeracy, may then choose to continue their studies in 22301VIC Certificate I in Transition Education or 22302VIC Certificate I in Work Education. The Course supports the development of skills and knowledge in literacy, language and numeracy as identified as being required for future volunteer work, work experience and for engaging within the community.

Pre - Requisites / Entry Requirements: There are no prerequisites for this Course.

Lifeskills is open to all Student/Participant applicants and there are no minimum qualification requirements.

Anyone wishing to attend Lifeskills is required to complete an Application Form and attend a Pre-Training Review (interview). A Student/Participant may be asked to attend a trial period to ensure the Course is suitable to the Student's/Participant's needs and interests.

Training Delivery: Fully classroom based and face-to-face supervised training delivery and assessment.

RTO Legislation, Standards & Compliance

Standards

Lifeskills is an Equal Opportunity Organisation engaged in the provision of Nationally Recognised Training as a Registered Training Organisation (RTO) under the Victorian Regulatory Qualification Authority (VRQA).

Lifeskills' various policies dictate a strict adherence to all relevant State legislation relating to safety, industrial relations, as well as a commitment to access and equity. All Nationally Recognised Training courses/qualifications will be delivered in line with the Standards set by the VRQA and relevant government authorities.

All Lifeskills staff are expected to promote and embrace Lifeskills' standards, policies and procedures.

At Lifeskills we meet the relevant State legislation requirements as well as the RTO standards. The relevant legislation and standards include:

- Work Health Safety Act 2011;
- Work Health Safety Regulation 2011;
- Apprenticeship & Traineeship Act 2001.
- Fair Work Act 2009
- Racial Hatred Act 1995

Registered Training Organisation Compliance

As part of its obligations as an RTO, Lifeskills will:

- Maintain adequate and appropriate insurance, including public liability and WorkCover;
- Advise State and National Training Authorities in writing of any changes to information contained in the application for registration;
- Allow the State and National Training Authorities access to training records and staff details for the purpose of auditing performance or verifying compliance with the conditions of registration;
- Supply VRQA and Higher Education & Skills Victoria with delivery details for each course on its Scope of Registration, in accordance with AVETMISS requirements;
- Resolve any complaints raised by students in a timely and fair manner according to relevant procedures and compliance requirements.

In the event of Lifeskills ceasing operations, all records of student results will be sent to the relevant Training Authorities for archiving and record keeping.

Legislation

Legislation relevant to Student's/Participants' participation in vocational education and training is covered by the following:

- Age Discrimination Act 1992
- Vocational Education, Training & Employment Act 2000;
- Vocational Education, Training & Employment Regulation 2000;
- Privacy Act 1988 (Commonwealth);
- Copyright Act 1968 (Commonwealth);
- Racial Discrimination Act 1975;
- Disability Services Act 2006;
- Human Rights & Equal Opportunity Commission Act 1986;
- Anti-Discrimination Act 1991;

Anti - Discrimination

Staff and Students/Participants are bound by Anti-Discrimination Legislation, the Disability Service Act 2006 and other relevant State, Commonwealth Privacy Legislation.

Sexual Harassment

In accordance with Sex Discrimination Act 1984, sexual harassment will not be accepted in the

Student Information

Plagiarism & Cheating

Vocational Education and Training allows for 'copy and paste'. In best practice Student/Participants should acknowledge their sources of information. However referencing is not a requirement.

Plagiarism is a form of cheating and is a serious offence which may result in a penalty such as a Student's/Participant's assessment being declared "Not Competent/Satisfactory" or their exclusion from a course.

Student/Participant Responsibilities:

Plagiarism occurs when a Student/Participant claims ownership for written words/data, ideas or inventions which are not their own. Examples of plagiarism that are not acceptable as per Lifeskills Policies are:

- Submitting assessments substantially similar to, or copied from another Student/Participant;
- Submitting assessments that use the exact words of another without using quotation marks and citing the original source;
- Presenting any work of another individual or group as one's own work.

Cheating means seeking to obtain an unfair advantage in an examination or in other written assessments or practical work required to be submitted or completed by a Student/Participant for assessment.

Staff Responsibilities:

If there are no substantial factors to indicate that plagiarism was accidental or unintentional, plagiarism will be treated as cheating. A Lifeskills assessor who has reasonable grounds to believe that cheating has occurred will mark the assessment as requiring re-

submission and report the matter to the Operations Manager. Where a Student/Participant's works have been assessed as requiring resubmission for cheating, the Lifeskills assessor must advise the student concerned in writing of the reasons for the decision and advise the Student/Participant that they may appeal this decision in writing to the Operations Manager within ten (10) working days. Upon receipt of a written Student/Participant appeal, the Operations Manager will assign an independent Lifeskills assessor to consider the appeal. The Independent Lifeskills assessor will provide written advice regarding the outcome of the appeal to the Student/Participant, the original Lifeskills assessor, and the Operations Manager.

A Student/Participant found copying the work of others in practical assessments will also be considered as cheating. At the time of such an incident, the Lifeskills assessor will advise the student of their misconduct, and that the assessment will need to be resubmitted and will report the incident to the Operations Manager. The Lifeskills assessor will confirm the incident and this advice in writing to the Student/Participant concerned and advise the Student/Participant they may appeal this decision in writing to the Lifeskills CEO within then (10) working days. Upon receipt of a written Student/Participant appeal, the Lifeskills CEO will assign an independent Lifeskills assessor to consider the appeal. The independent Lifeskills assessor will provide written advice regarding the outcome of the appeal to the Student/Participant, the original Lifeskills assessor, and the Operations Manager.

Student Information cont.

Student/Participant Cancellation / Withdrawal from Accredited Courses

Student/Participants who cancel their enrolment part way through a training program must notify Lifeskills in writing or by phone at the soonest opportunity however, Lifeskills does not issue refunds unless evidence of extenuating circumstances has been provided.

Lifeskills is entitled to retain fees for any component of the course completed up until the point of cancellation notification by the Student/Participant.

All requests for cancellation, refunds, changes or transfers to enrolments must be requested in writing to Lifeskills.

Certificates Awarded

Issuance:

On successful completion of training, Lifeskills will issue a Certificate of Completion or Statement of Attainment within two weeks of completion. Information recorded will be in line with the National Training Authority guidelines. As an alternative, a Certificate of Completion or Statement of Attainment can be presented to Student/Participants at the end of year at a Presentation Ceremony.

All Certificates will be printed with a distinctive watermark.

Re-Issuance:

All replacement Certificates/Statements of Attainment will be issued in the approved format which is in effect at the time of the application/re-issue.

Re-issued or replacement Certificates will not be presented at an award ceremony. A statement will be printed on the bottom of the replacement Certificate indicating that it has been replaced or re-issued on a particular date.

Lifeskills Responsibility

Lifeskills will guarantee:

- To deliver training and assessment as specified in the Training & Assessment Strategy to all learners;
- Deal with all Student/Participants fairly and ethically, recognising particular needs and circumstances including, beliefs, ethnic background, cultural and religious practices;
- To provide opportunity for feedback on services provided;
- Provide access to Student/Participants own records on request;
- To provide a clear understanding of, and access to, Lifeskills complaints process;
- A safe learning environment free from danger, abuse or harassment;
- To treat all Student/Participants with respect and dignity.

In the event that Lifeskills is no longer able to provide the training and assessment services as initially agreed, then Lifeskills will arrange for the training and assessment to be completed through another RTO if available. This will be undertaken via the following steps:

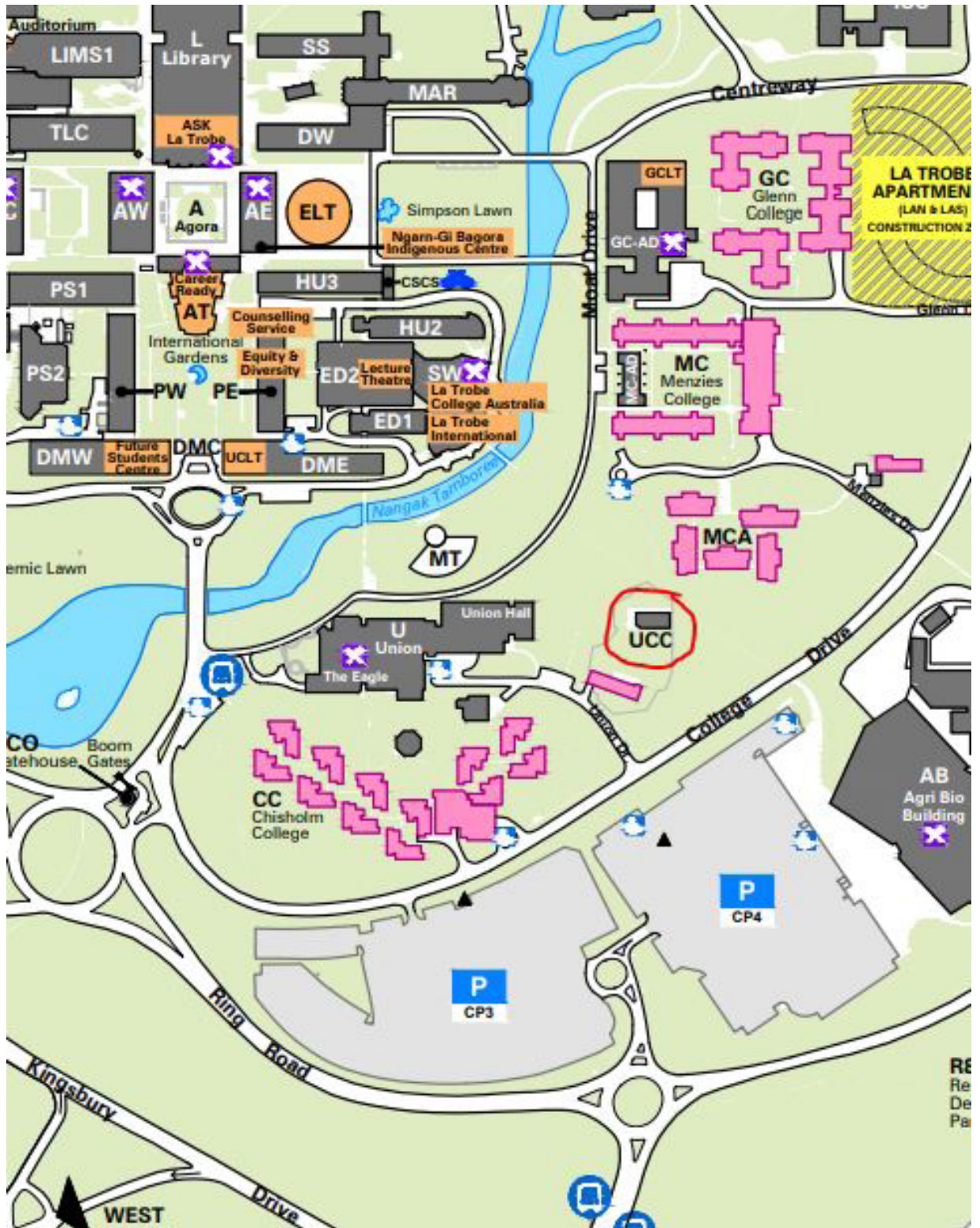
Step 1: Lifeskills will inform the Student/Participant that delivery of the course cannot be continued and provide details as to why.

Step 2: Lifeskills will inform the Student/Participant of the details of the alternate course delivery.

Step 3: Lifeskills will organise the transfer to the new provider.

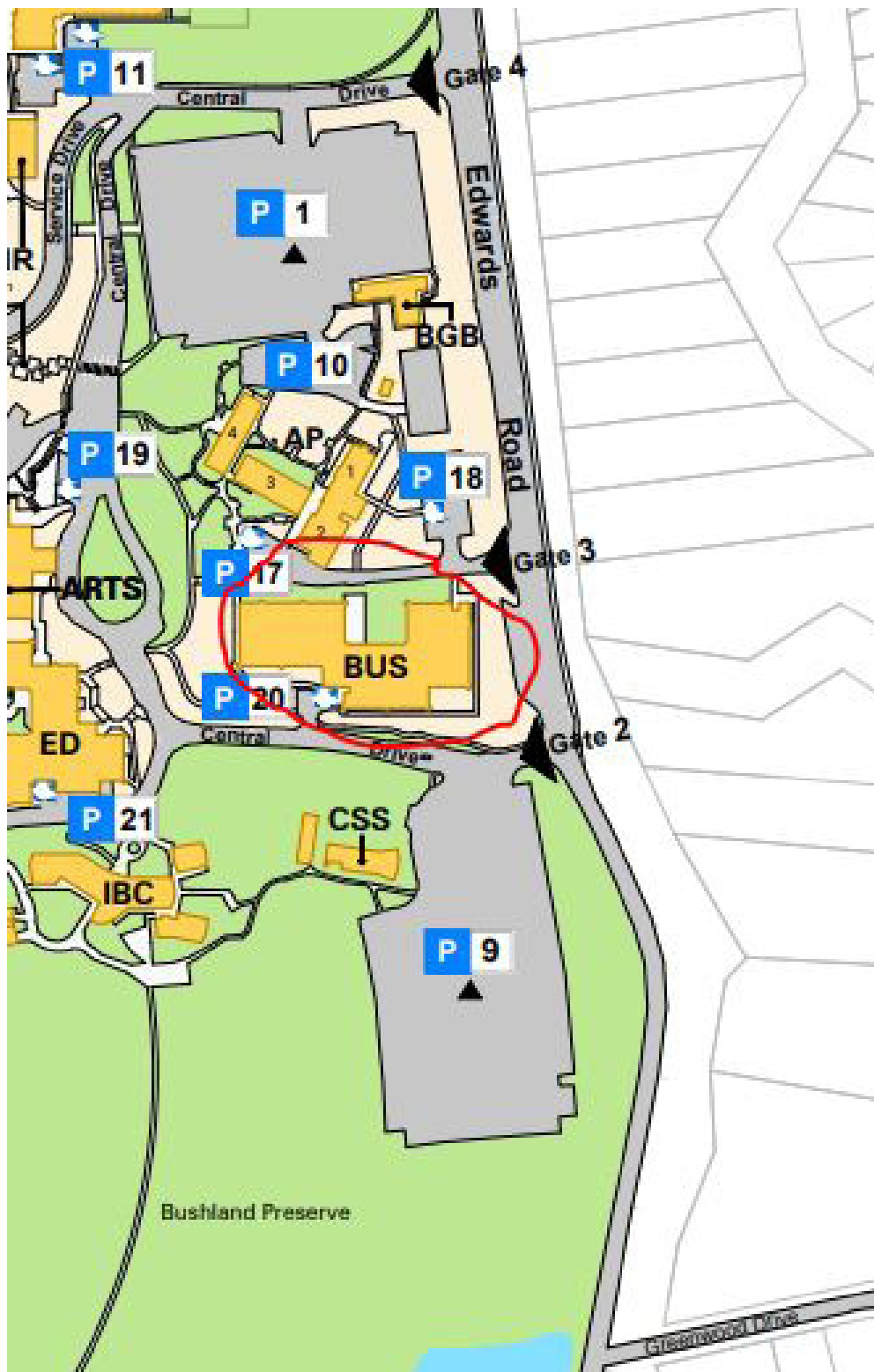
Step 4: Lifeskills will document the process and provide details to the registering authority.

Map of Lifeskills Bundoora





Map of Lifeskills Bendigo





Contacts

- A Staff Member, Manager or Chief Executive Officer.
03 9479 1474
- Contact your local police for serious cases of abuse or neglect. The police will investigate all reports of abuse or neglect.
- NDIS Quality and Safeguards Commission - 1800 035 544
- Victorian Equal Opportunity & Human Rights Commission -
1300 891 848
- National Disability Abuse and Neglect Hotline -
1800 880 052
- VALID -
9416 4003,
1800 655 570 (Rural Victoria only)
- IDRS - Free Legal Service
9265 6300
1300 665 908
- HealthAbility Counselling
9430 9100

Websites for Reference

Lifeskills:	www.Lifeskills.vic.edu.au
ADEC:	
Australian Government:	www.australia.gov.au
Australian Human Rights Commission:	www.hreoc.gov.au
Australian Society for the Study of Intellectual Disability:	www.assid.org.au
Community and Health Service Directory:	www.connectingcare.com
CRS Australia:	www.crsaustalia.gov.au
DARU:	
Disability Information and Research Centre:	www.dircsa.org.au
Disability Knowledge ZNetwork (dKnet):	www.aks.com.au/ekey.asp
DeVine - A community for and by people with a disability:	http://www.disability.vic.gov.au
Disability World:	www.DisabilityWorld.org
DHHS:	www.dhhs.vic.gov.au
DSC:	
E-Bility:	www.e-bility.com
Fair Work Australia:	www.fwa.gov.au
Field:	www.field.org.au
International Assoc. for the Scientific Study of Intellectual Disability:	www.iassid.org
Infoxchange Disability News:	www.disabilitynews.infoxchange.net.au
La Trobe University:	www.latrobe.edu.au
National Disability Insurance Scheme (NDIS):	www.ndis.gov.au
NDIS Quality ns Safeguards Commission:	www.ndiscommission.gov.au
National Disability Services (NDS):	www.nds.org.au
National Information Communication Awareness Network:	www.nican.com.au
Our Community:	www.ourcommunity.com.au
SCOPE (including Communication Resource Centre):	www.scopevic.org.au
Spectronics Australia:	www.spectronicsinoz.com
OTARC:	
Technicol Solutions:	www.tecsol.com.au
VALID Advocacy League for Individuals with Disability:	www.valid.org.au
Victorian Government:	www.vic.gov.au
Villamanta Legal Service:	www.villamanta.org.au
WorkSafe:	www.worksafe.vic.gov.au

National Disability Insurance Scheme (NDIS) review and appeals flow chart

NDIS eligibility and planning

- 1 Person with disability contacts National Disability Insurance Agency (NDIA) to apply for NDIS support
- 2 Person's eligibility is assessed on functional capacity according to NDIA access criteria
- 3 If not eligible, person will be notified within 21 days
- 4 If eligible, person accepted as NDIS participant
- 5 NDIS participant meets with planner to develop a plan
- 6 Plan is implemented
- 7 If the NDIS participant is unhappy with the plan, an 'Application for a review of a reviewable decision' form must be lodged within three months. This can be completed by the participant online, or by an NDIA officer over the phone, or in person
- 8 NDIA initiates an internal review process

Internal review

- 1 NDIA internal review staff member makes a decision to confirm, vary or set aside earlier decision
- 2 NDIS participant is notified of decision
- 3 If the NDIS participant remains dissatisfied with the decision, an application for review by the Administrative Appeals Tribunal (AAT) is lodged – this must be done within 28 days

Administrative Appeals Tribunal (AAT)

- 1 AAT contact officer makes contact within three days of receiving application to review NDIA decision
- 2 AAT contact officer notifies NDIA of application
- 3 NDIA provides relevant documents to AAT
- 4 AAT organises conciliation to determine if case can be resolved by agreement
- 5 If not resolved, AAT will conduct a hearing

Note: The NDIS participant can access an External Merits Review support officer to assist them to go through the AAT process and to apply for funding for a legal aid lawyer, or they can work with an advocate, family member, support person, or legal representative

(continued over)

Accessing an External Merits Review (EMR) support officer

- 1 NDIS participant contacts EMR officer at Rights, Information and Advocacy Centre (RIAC)
- 2 EMR officer meets with NDIS participant
- 3 EMR officer applies to the Department of Social Services (DSS) for Central Assessment Provider (CAP) funding for a legal aid lawyer
- 4 EMR officer supports NDIS participant through the AAT process

Victoria Legal Aid

- 1 When DSS approves CAP funding, it notifies Commonwealth Entitlements Team at Victoria Legal Aid
- 2 Commonwealth Entitlements Team allocates the matter to a Victoria Legal Aid lawyer
- 3 Victoria Legal Aid lawyer receives case files
- 4 Victoria Legal Aid lawyer meets with NDIS participant to receive instructions and work through case

Quick reference summary process



References

NDIS Act: <https://www.comlaw.gov.au/Details/C2013A00020>
(List of reviewable decisions – Chapter 3, Part 6, Section 99)

"Internal review of a decision" fact sheet: <http://www.ndis.gov.au/participants/reasonable-and-necessary-supports/decision-review>

"Review of National Disability Insurance Scheme decisions" fact sheet: <http://www.aat.gov.au/applying-for-a-review/national-disability-insurance-scheme-applicants>

"External Merits Review Support (EMRS)" fact sheet: <http://www.riac.org.au/training.php>

Central Assessment Provider (CAP) guidelines: https://www.dss.gov.au/sites/default/files/documents/10_2015/central_assessment_provider_guidelines.pdf



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NDIS Registered



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