

PORT ASH AUSTRALIA P/L

T/A THE AUSTRALIAN SHIP HANDLING CENTRE

ACCESS AND EQUITY POLICY

1. The Centre is firmly committed to the provision of equal employment opportunity for all staff, the value of diversity, the merit principle and the elimination of discrimination on the basis of irrelevant characteristics such as race, nationality, gender, sexual orientation, transgender status, marital status, political conviction, religious belief, disability, or age.
2. The Centre is also firmly committed to affirmative action that is the development of programs which promote equal employment opportunity for members of target groups identified by legislation as having experienced disadvantage in employment.
 - In fulfilling this policy the Centre aims to: -
 - Promote the development of a culture supportive of employment equity and diversity principles, ensuring that the Centre's management policies and practices reflect and respect the social and cultural diversity contained within the Industry and the maritime community it serves.
 - Provide equal employment opportunity by identifying and removing barriers to participation and progression in employment and by taking positive steps to promote equal opportunity for women, members of racial minorities and people with disabilities.
 - Provide a working environment and conditions which are supportive and free from discrimination on the grounds of race, nationality, gender, sexual orientation, transgender status, marital status, political conviction, religious belief, disability, family responsibilities or age.
 - Comply with State and Federal legislation on discrimination, equal employment opportunity and affirmative action.
3. The **Training Director** is responsible for overseeing the development and implementation of an equal employment opportunity and affirmative action program which supports the Centre's commitment to freedom from discrimination in employment and promotes equality of opportunity and responsible for ensuring that all staff are aware of the Centre's EEO policy.
4. The Centre has an equal employment opportunity management plan in order to:

- Eliminate and ensure the absence of discrimination in employment on the grounds of age, race, sex, sexual orientation, transgender status, marital status, or disability.
- Promote equal employment opportunity for women, members of racial minorities and people with disabilities.

5. Operational Procedures (Access and Equity).

5.1. Staffing

The Centre will ensure that staff and clients are not discriminated against on the basis of race, gender, sexual preference, belief or age. All staff and clients will be treated with equal consideration and respect. The Centre has a disability policy which will make reasonable adjustments in the workplace to accommodate a disability, so that an employee or trainee will have access to equal opportunity. The Centre will not discriminate between genders in staffing and clients.

5.2. Training Delivery.

The Centre will be sensitive to cultural differences while presenting courses and will be mindful of the NSW charter for equity in education and training.

5.3. Marketing.

The Centre will market to a diverse client base internationally and will implement access and equity considerations in all cases.

6. Implementation.

In most cases, discrimination means treating or proposing to treat another person less (or more) favourably on the basis of any or all of the above.

Any agent or employee, who believes they have been subjected to any form of discrimination, should complain by making a report to the Training Director, either verbally or in writing, of the alleged act.

A confidential investigation of all such complaints will commence immediately.

Any course participant, agent or employee, who is considered, after appropriate investigation, to have discriminated against another course participant, agent or employee, will be subject to appropriate disciplinary action.

Depending on the circumstances, Course participants may receive a range of sanctions from a formal warning, to removal from any course or training program.

In the case of an agent or employee, sanctions may include a range of options from a formal warning notice being placed in the offender's personnel file up to and including summary dismissal.

Given the nature of this type of complaint, **the Centre** also recognises that false accusations of discrimination can have serious effects on innocent people. Accordingly, individuals making the false accusations are subject to the same disciplinary action(s) as described above.

We trust all course participants; employees and agents will continue to act responsibly to maintain a pleasant working environment free of actions, which can be defined as discrimination or harassment.

Code of Practice

The Centre has the following codes of practice. The Centre:-

- Will maintain the highest professional standards in the marketing and delivery of vocational education services.
- Will always address and safeguard the interests and welfare of trainees.
- Will maintain a learning environment that is stimulating and conducive to a successful outcome for trainees.
- Will maintain the capacity to deliver advertised ship handling courses, provide adequate facilities and use appropriate methods and materials.
- Will advertise its courses with integrity, accuracy and professionalism.
- When advertising will avoid vague and ambiguous statements. No false or misleading comparisons will be drawn with any other provider or course.
- Will market services in consistent with the education, cultural and regulatory systems of countries in which marketing is sought.
- Will safeguard fees paid and will refund the cost of training in accordance with our refund policy.
- The Centre Will provide to trainees the following relevant updated information:-
 - Copy of the Centre's code of practice
 - Admission procedures
 - Copy of any training contract entered into
 - Total cost of course applied for.
 - Local accommodation options for trainees
 - A Statement of Attainment on completion of the appropriate course
 - Description of facilities, equipment and support services
 - Visa requirements
- Will recruit trainees in an ethical and responsible manner.
- Will comply with access and equity legislation.

- Will always provide appropriately qualified and experienced staff.
- Will deal fairly and equitably with trainee grievances and if necessary advise trainees of the appropriate body where further assistance may be sought.
- Will honour all guarantees outlined in the code of practice.

Client Services Policy

The Centre will deal honourably with its clients in all respects.

Course Outline & Assessor's Guide

Assessment strategy

1. Assessment will be carried out by observing the trainee perform a manoeuvre noting whether the manoeuvre has been completed:-

- Within a reasonable time frame.
- With safety to the ship-models and fixed structures.
- Without grounding the ship-model.
- With a high degree of control of the ship-model especially at low speed.
- With precision and clarity of orders.

Assessment results will be recorded on the Centre's Assessment Form developed in consultation with relevant organisations within the industry as a method of fair assessment.

Assessments must be made under the supervision of a Certificate IV Workplace Trainer and Assessor who may not necessarily be the person assessing the skills specific to ship handling.

Assessor competencies

2. Qualifications of Instructor/facilitator are recommended by IMO in 'Ship Simulator and Bridge Teamwork Model Course 1.22'. The Port Ash Instructor-in-charge should exceed these and:-
 - Have achieved the level of Master Class 1 Certificate of Competency or equivalent.
 - Have extensive piloting experience in the handling of all classes of ships in broad and narrow waters with and without tug assistance with a minimum of 2 years experience.
 - Have training and experience necessary to operate a manned ship-model simulator as a training aid.
 - Preferably have experience as both pilot-exempt shipmaster and pilot.
 - Be in possession of, or assess under the supervision of a Certificate IV Workplace Trainer and Assessor Certificate.

Notes on standard Assessment Sheet

3. Many of the manoeuvres take only a few minutes, so it is accepted that there is much to write in a short time under (sometimes) adverse conditions. The assessor's attention should be on the manoeuvre rather than on lengthy recording. It is recommended that each sheet be completed and the next one commenced while alongside in preference to 'keeping the job going'. Where heavy rain precludes writing, it is best for the onboard assessor to use radio with someone ashore to write up the sheet.

4. Final assessments made during the General Ship Handling Course (or Sections) should generally be conducted with the video running. The video tape becomes the trainee's property for self-assessment together with the original assessment sheet. The Centre will keep a copy of the original assessment sheet on file under lock and key, but no copy of the video tape.
5. Obvious abbreviations may be used eg T for *Triton* and assessor's & trainee's initials as ambiguity is unlikely. The boxes may contain single words eg vg/good/fair/close to L1/bit fast/v. slow etc. A sample for assessors is attached but is not meant to be restrictive.
6. This guide is to be kept in the Instructors Notes.

Unit Assessment

Aspects of evidence common to all units are:-

- Passage planning
- Tug placement (if any)
- Ship safety & control
- Clarity of communication
- Response to abnormal situations.

Where the full course is delivered, it is not practical to assess each unit independently and an assessment on the Assessment Sheet will be carried out near the end of the course.

Where Units are delivered individually, they will be assessed as such. The table below shows evidence specific to each Unit.

Unit Number	Evidence specific to Unit.
Unit 1. Ship-model operations.	Demonstrated ability to handle a ship-model in basic manoeuvres.
Unit 2. Single Buoy Moorings.	Demonstrated ability to berth and unberth at a Single Buoy Mooring or Floating Storage Unit.
Unit 3. Wind Effects.	Demonstrated ability to counter wind forces.
Unit 4. Current Effects.	Demonstrated ability to counter current forces.
Unit 5. Shallow Water Effects.	Demonstrated ability to handle a ship-model safely in shallow water.
Unit 6. Bank & Interaction Effects.	Demonstrated ability to handle a ship-model safely in a narrow channel.
Unit 7. Underway Cargo Transfer	Demonstrated ability to berth a ship-model alongside another ship-model.
Unit 8. Use of Anchors	Demonstrated ability to use an anchor for ship-assist purposes.
Unit 9. Tanker Sea Berth Operations	Demonstrated ability to use two anchors in open moor.
Unit 10. Use of Thrust units	Demonstrated ability to use thrust units.
Unit 11. Tug operations	Demonstrated ability to use ship-assist tugs effectively and safely.
Unit 12. Channels, Turning & Berthing	Demonstrated ability to handle a ship-model safely under all normal circumstances.
Unit 13. Emergencies & Contingencies	Demonstrated ability to handle a ship-model in emergency situations.

PORT OF PORTASH

BERTH – BERTH PASSAGE PLAN & ASSESSMENT SHEET

SHIP PILOT ASSESSOR DATE SHEET No

CURRENT Y/N - VIDEO Y/N - PASSAGE PLAN Y/N - WIND Y/N

DRAFT F A TIME COMMENCED COMPLETED

Names & positions of tugs-



<i>BERTH DEPART</i>	<i>pst/sst</i>	Safety & control	Wind & Comments
Lift-off			
Track			
Speed			

Precision & clarity of orders *helm*.....*tugs*.....*thrust*

.....

Use of tugs and/or thrust

units.....

Departure simulated failure Y/N

Description.....

Additional

comment.....

ON PASSAGE Exercise/canal transit	Simulated failure	Safety & Control	Always afloat	Comments

Names & positions of tugs-



BERTH ARRIVE	pst/sst	Safety & control	Wind & Comments
Approach Track			
Approach Speed			
Landing			

Precision & clarity of orders *helm*.....*tugs*.....*thrust*.....
Use of tugs and/or thrust units.....
Arrival simulated failure Y/N Description.....
Additional comment.....

Units of competency assessed – ring/delete as necessary												
1	2	3	4	5	6	7	8	9	10	11	12	13

Course Participant Support Policy

The Centre has support for course participants available. Support is provided to all enrolled trainees free of charge.

Our staff can assist you in many areas. They are available during normal business hours or by special arrangement.

This may be direct support or information regarding other organizations that are able to provide appropriate support.

Financial Management Policy

The Centre has a policy of fiscal responsibility and declares that appropriate management and probity standards are to be maintained for financial matters.

The Business Director will ensure the Centres compliance with the Financial Management Policy, the Refund Policy and will safeguard fees paid in advance.

The Business Director will also monitor and review compliance with this policy as a basis for improvement.

The Centres accounts will be certified annually by a qualified accountant, who has membership of the Institute of Chartered Accountants of Australia or the Certified Practising Accountants Australia.

Flexible Learning and Assessment Policy

Assessment procedures are the professional judgement by an experienced person of performance, technique and outcome of manoeuvres demonstrated on the manned-models.

Only qualified and experienced Pilot Assessors as per job descriptions will assess. An appropriate Passage Plan & Assessment form has been developed to limit subjectivity.

Conduct of assessment must address the OH&S requirements in the GSC course sections.

Industry bodies will be continually consulted on the Centre's resources. Resources fall broadly into two groups:-

* Training delivery.....emphasis on particular training deficiencies. It is expected that the National Safety Authorities would be principal consultants.

* Training aids.....as ship types change over a period of time, it is expected that ship and/or tug models would be adapted to meet updated expectations from Pilot Provider and Shipping Companies.

Clients will be encouraged to participate in development of assessment methodology with a view to encouraging self-critique as a tool for measuring continuous improvement when piloting.

As such, the assessment process will be recorded and outcomes discussed openly with the learner. The main thrust of much of the learning is to enable learners to practise manoeuvres not possible with real ships due to the dangers involved. Inevitably this involves trial and error and is therefore subject to group assessment with the common goal being the safety of a given manoeuvre.

A Statement of Attainment will be issued when the person being assessed is competent in the activities specified in the accredited course.

All assessment documents will be kept by the trainee as their record of their assessed performance during the attended course. A copy of the assessment records will be retained by the Centre.

Some manoeuvres will be recorded on video and the client will take the recordings as record of their performance during the course.

There will be no workplace assessments.

Grievance and Complaints Procedure

If at any time a student is dissatisfied with the services provided or the assessment outcomes they should, in the first instance, talk to the Instructor in Charge who will document the complaint and its outcome for insertion in the Centres record of complaint. The Instructor will discuss the service or outcome with a view to service improvement, or remediation and re-assessment of assessment outcomes.

If a student is still dissatisfied with the services, assessment or re-assessment they may appeal by presenting their complaint to a representative to be nominated by the Australian Marine Pilot's Association, PO Box 576, Albion, Qld., 4010, which is the professional body representing Marine Pilots in Australia. This representative will review the complaint and provide a written decision including reasons.

If a student is still dissatisfied with the services, assessment or re-assessment they will be advised to contact VETAB to resolve outstanding issues.

Language, Literacy and Numeracy Policy

The courses is delivered in English utilising “Maritime English “(IMO Standard Marine Communication Phrases resolution A.918 (22)2002) as the basis for all instruction.

Please notify the Centre of any special assistance you may require in relation to literacy and numeracy.

The Centre recognises that assistance with language, literacy and numeracy may be necessary during some courses.

LEGISLATIVE AND REGULATORY REQUIREMENTS

The Centre is aware of the following relevant legislative and regulatory requirements which must be complied with. The Centre has developed policies to implement these requirements and is committed to disseminating the requirements to all staff.

The Occupational Health and Safety Act 2000

The general duties for employees and employers as set out in the Act are summarised below.

Employers

Employers must ensure the health, safety and welfare at work of their employees. Things employers must do to ensure this include:

- providing or maintaining equipment and systems of work that are safe and without risks to health making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances;
- providing the information, instruction, training and supervision necessary to ensure the health and safety at work of employees;

- maintaining places of work under their control in a safe condition and providing and maintaining safe entrances and exits;
- and making available adequate information about research and relevant tests of substances used at the place of work.

Employees

Employees must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health and safety requirements.

No person must:

- interfere with or misuse things provided for the health, safety or welfare of persons at work;
- obstruct attempts to give aid or attempts to prevent a serious risk to the health and safety of a person at work;
- refuse a reasonable request to assist in giving aid or preventing a risk to health and safety.

Work Cover

Objectives

- To improve health and safety in workplaces
- To reduce the social and economic impact of work related injuries and illness.
- To ensure workers compensation benefits and premiums are equitable affordable and responsible.
- To ensure all injured workers promptly receive the benefits to which they are entitled.
- To promote the rehabilitation of workers who suffer work related injury or illness.

Work Cover NSW

The Work Cover is responsible for the administration of occupational health, safety and rehabilitation, and workers compensation in New South Wales. Work Cover's services can assist with:

- prevention of work related injury and illness
- rehabilitation of injured workers

- compensation of injured workers and their dependants

OTHER LEGISLATIVE REQUIREMENTS

As an employer the Centre is bound by the provisions of the:

New South Wales Anti-Discrimination Act 1977.
Commonwealth Racial Discrimination Act 1975.
Commonwealth Sex Discrimination Act 1984.
Commonwealth Affirmative Action (Equal Employment Opportunity for Women) Act 1986.
Commonwealth Disability Discrimination Act 1992.
Commonwealth Human Rights and Equal Opportunity Commission Act 1986.
Vocational Education and Training Accreditation (VETA) Act 2005.

STATE LEGISLATION

Anti-Discrimination Act 1977

The New South Wales Anti-Discrimination Act 1977 has two main objectives: to render unlawful discrimination on the grounds of race, sex, transgender, marital status, disability, homosexuality, age and compulsory retirement on the ground of age in areas of public life including employment; and to promote equality of opportunity between all persons.

In addition to this, the Act has also created criminal offences of racial vilification, HIV/AIDS vilification, homosexual vilification, and transgender vilification, with vilification being defined as a public act which could incite others to hate, have serious contempt for, or seriously ridicule a person, or group of people, because they are of a particular race, have AIDS or HIV-positive status or are or are thought to be gay or lesbian.

With the exception of Part 9A, the Anti-Discrimination Act is complaint-based legislation. Complaints are brought initially to the President of the Anti-Discrimination Board. If investigation proves that the complaint is covered by the Act, the Board pursues the matter, seeking conciliation. If however, conciliation fails, the case is brought before the Equal Opportunity Tribunal, established in 1982.

The Tribunal has the power to settle the complaint after a hearing. If the complaint is upheld, the Tribunal has the power to order a range of remedies including damages up to the amount of \$40,000; a person to be reinstated to his or her former position; or can make other provision for redress. Decisions of the Tribunal can be the subject of appeal on questions of law to the Supreme Court of New South Wales.

The Anti-Discrimination Act applies throughout New South Wales and is administered by the Anti-Discrimination Board.

COMMONWEALTH LEGISLATION

Affirmative Action (Equal Employment Opportunity for Women) Act 1986

The Affirmative Action (Equal Employment Opportunity for Women) Act, 1986 was proclaimed on 1 October, 1986. The Act aims to eliminate and ensure the continued absence of discrimination against women in paid employment. The Act requires higher education institutions to develop affirmative action programs and to provide the Federal Director of Affirmative Action with annual reports on their programs. This reporting system provides the means of evaluating the progress of affirmative action at three levels:

1. It allows the institution concerned to assess the effectiveness of its affirmative action program.
2. It allows the Affirmative Action Agency to evaluate progress made in an institution in any one year and over the years.
3. It establishes the method of evaluation of the affirmative action program at a national level and the identification of general trends in the employment of women in the higher education sector.

As a minimum requirement the legislation sets out eight steps which should be undertaken as part of an affirmative action program. The eight steps identified are as follows:

1. To develop and issue a policy statement on affirmative action to all employees;
2. To confer responsibility for the development and implementation of an affirmative action program on a senior officer;
3. To consult all trade unions;
4. To consult employees, particularly female employees;
5. To establish and analyse the employment profile;
6. To review personnel policies and practices;
7. To set objectives and forward estimates;
8. To monitor and evaluate the affirmative action program.

The Act constitutes part of Australia's planning to meet its commitments under International Labour Organisation (ILO) conventions on equal pay (ILO 100), the elimination of discrimination against women (ILO 111), support for workers with family responsibilities (ILO 156), and the United Nations Convention on the Elimination of all forms of Discrimination Against Women.

This legislation is a further development of equal opportunity legislation in that it places the responsibility for eliminating discrimination on the employer rather than the employee, and, instead of being complaints driven, provides a positive framework for working towards greater and more effective participation of women in paid employment.

Racial Discrimination Act 1975

The Racial Discrimination Act makes it unlawful to discriminate against a person on the ground of that person's race, colour, national or ethnic origin, in employment. The Act was amended in December 1990 to include a provision prohibiting indirect discrimination on the ground of race.

The International Convention on the Elimination of all forms of Racial Discrimination was ratified by Australia in 1975 and is the Schedule to the Racial Discrimination Act. The Act applies throughout Australia, and is administered by the Race Discrimination Commissioner on behalf of the Human Rights and Equal Opportunity Commission (HREOC).

Sex Discrimination Act 1984

The Sex Discrimination Act is based on the Convention for the Elimination of all forms of Discrimination against Women, ratified by Australia in 1983. The Act prohibits discrimination on the grounds of sex, marital status, and pregnancy.

Sexual harassment is specifically prohibited by this Act and the areas covered include employment and education. The Act was amended in 1992 to prohibit dismissal of employees on the grounds of family responsibilities. In 1994 the Act was amended to include potential pregnancy as a new ground for discrimination and to shift the onus to the respondent to justify the reasonableness of any discriminatory requirement. The Act applies throughout Australia, and is administered by the Sex Discrimination Commissioner on behalf of HREOC.

Disability Discrimination Act 1992

The Disability Discrimination Act prohibits discrimination, inter alia, in employment and education on the grounds of disability and requires employers to make reasonable adjustments in the workplace to accommodate the disability so that an employee will have access to equal opportunity.

The balance that has to be struck is between the adjustments that will have to be made so that a person with a disability can adequately perform the essential requirements of a job and the expense or inconvenience to which the employer will be put in providing those adjustments. The Act also encourages organisations to prepare and implement Disability Action Plans to achieve the objects of the Act.

Disability is defined in the Act as including total or partial loss of a part of the body; total or partial loss of bodily or mental functions; the presence in the body of organisms causing disease or illness; the presence in the body of organisms capable of causing disease or illness; the malfunction, malformation or disfigurement of a part of the body; a disorder or malfunction that results in the person learning differently; or a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.

The Act applies to disabilities which currently exist, used to exist but no longer do so, may exist in the future or are imputed to a person. The Act applies throughout Australia, and is administered by the Disability Discrimination Commissioner on behalf of HREOC.

Human Rights and Equal Opportunity Commission Act 1986

The Human Rights and Equal Opportunity Commission Act provides the mechanism by which the Racial Discrimination Act, the Sex Discrimination Act, and the Disability Discrimination Act are enforced. The Act also allows the Commission to investigate and conciliate a wide range of discriminatory practices related to employment which do not come within these three Acts. The Act applies throughout Australia.

Vocational Education and Training Accreditation (VETA) Act 2005.

The VETA Act is an act:

- to establish the Vocational Education and Training Accreditation Board and to define its functions;
- to provide for the accreditation of vocational courses conducted within N.S.W.;
- to provide the approval of providers of courses to overseas students and the registration of providers of vocational courses;
- to promote consistency in standards in vocational education and training;
- to encourage the recognition of vocational courses that are accredited under the act;
- to amend the Technical and Further Education Act 1974.

Occupational Licensing Requirements N/A

Local Council regulations.

The Centre has an approved Development Application for the establishment of a manned model ship handling simulator.

Occupational Health and Safety Policy

1. The Centre is committed to ensuring the highest level of health and safety of staff, students and other persons within its premises.
2. The Centre will comply with all relevant Acts and Regulations to ensure that the workplace is safe and without risk to health. In the absence of specific legislation, the highest professional standards will be maintained. Resources in line with the importance attached to occupational health and safety will be made available.
3. Occupational health and safety is both an individual and shared responsibility. The success of the Occupational Health and Safety Policy and programs depends on the commitment and co-operation of all persons at the Centre.

4. The Centre will ensure that all staff, students and other persons within its premises are aware of this policy. The Centre will promote ongoing education and training programs to encourage all staff to integrate occupational health and safety into their work areas and role.
5. All persons shall co-operate to ensure knowledge and implementation of occupational health and safety principles. The existence and effective functioning of occupational health and safety consultation at the Centre will ensure consensus on occupational health and safety issues.
6. The Centre will integrate continuous improvement into its occupational health and safety performance and auditing of occupational health and safety systems compliance will be an ongoing activity.

Organisational Chart

Port Ash Australia Pty Ltd is a company trading as Australian Ship Handling Centre.

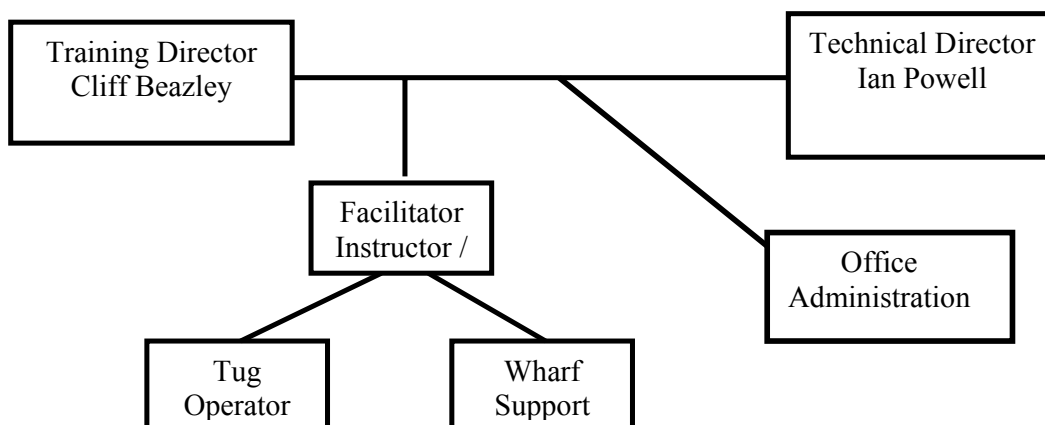
The company is

- Owned jointly and equally by Ian Powell and Cliff Beazley who are the Directors.
- There is no elected Chair.
- Ian Powell is the Secretary.
- Cliff Beazley is the Public Officer for taxation purposes.

The responsibility for management, delivery of training and implementation of Policy is vested in Cliff Beazley (***Training and Services Director***), Certificate IV in Assessment & Training and has written the General Ship Handling Course and developed the assessment system.

Ian Powell (***Business & Technical Director***) is responsible for technical aspects, maintenance and repairs at the Centre as well as Policy development and compliance.

Lines of Responsibility & Reporting (Port Ash)



Policy on Harassment

1.0 The Centre's Policy on Harassment recognises that harassment is unacceptable behaviour. The policy supports the goals to specifically to enhance access, participation and positive outcomes for members of equity target groups, consistent with equal opportunity and affirmative action principles.

2.0 The policy is an institutional response to State and Federal legislation. The Centre accepts its legal obligations to ensure that staff and students are not subjected to harassment, which may include vicarious liability for harassment of others by its employees and agents.

3.0 Harassment is verbal or physical conduct which, because of its severity and/or persistence, is likely to create a hostile or intimidating environment and detrimentally affect an individual's employment or education. Harassment is defined by reference to the nature and consequences of the behaviour, not the intent of the initiator.

4.0 Harassing conduct includes:

- (i) communication of spoken, written, graphic and computer mediated material that denigrates or shows hostility or aversion to individuals or groups on the grounds of actual or perceived race, nationality, gender, transgender status, marital status, disability, homosexuality, age, family responsibilities, carers' responsibilities, political conviction or religious belief;
- (ii) threatening, intimidating or demeaning behaviour directed at individuals or groups outlined in (i) above;
- (iii) vilification, ie public acts which may have the effect of inciting others to hate, have serious contempt for, or seriously ridicule a person or group of people, on the grounds of actual or perceived race, AIDS or HIV-positive status, homosexuality, or transgender status; acts of
- (iv) sexual harassment, which is defined as unwelcome sexual advances, requests for sexual contact and verbal or physical conduct of a sexual nature, when submission to or rejection of such advances, requests or conduct is explicitly or implicitly a term or condition affecting employment or education decisions; and/or when such advances, requests or conduct have a detrimental effect on an individual's work or study environment.

5.0 The Centre has established Grievance Procedures for dealing with complaints of harassment from staff and students. Where it is determined that harassment has occurred, the Centre will act promptly to eliminate the harassing conduct, and will deal with the matter in accordance with this policy.

Privacy Management Policy

Confidentiality

Personal Information

The Centre needs to keep personal records of who is doing the course, and their results.

Except where might be required by law, **the Centre** will not divulge to any third party any information about a person without the written permission of that person.

Registered Training Organisations do have a requirement of statistical reporting to the State Government of very specific questions. For ease of collection, these questions are included on our enrolment form.

If a prospective employer (or similar) contacts **the Centre** to find out if a person is enrolled in a course, and any results, we need your written approval before we can even comment.

The Centre will only keep the absolute minimum of information necessary to adequately administer your training records and accounts. This information is generally limited to:

Full name

Date of Birth (for identity checks only)

Mailing Address

Contact telephone/fax numbers

Email address

Course Enrolment

Results

Certificate issued

Clients may access their own record at any time.

Recognition Policy

Recognition of Qualifications issued by other RTOs

The Centre will recognise all AQF qualifications and Statements of Attainment awarded by other registered training organisations.

Recognition of Prior Learning & Current Competencies

Recognition of prior learning is the acknowledgment that not all knowledge and skills are developed from courses etc., but can be gained through relevant work or social experience. This recognition of competencies will also take into account the currency of your skills and knowledge.

Recognition of Prior Learning & Current Competencies will be applied where appropriate.

Records Management Policy

For the purpose of this Policy the following definition applies:

Recorded information, in any form, including data in computer systems, created or received and maintained by the Centre in the conduct of its affairs and kept as evidence of activity.

The Centres records are valuable and in many cases are a vital asset for its effective daily functioning and operations. The records provide documentation of the Centres transactions. These transactions satisfy the necessary legal, administrative and audit requirements. In the longer term, the records represent the Centres corporate memory, providing its principal source of continuity.

Creation of Records

Staff members are obliged to create records which adequately document the business activities in which they take part and to ensure that information and processing systems which support business activities create appropriate records as part of supporting those activities.

Protection of Records

Staff members are to handle records sensibly and with care and respect so as to avoid damage to the records and to prolong their lifespan. Staff must not alienate, relinquish control over, damage, alter or destroy records of the Centre without authorisation.

Disposal and Destruction of Records

In following the AQTF 2007 standards, we retain learners' records of attainment of units of competence and qualification for a period of 30 years. Staff must consult with the directors before they destroy or dispose of any records of the Centre.

Record keeping

Student attendance will be monitored by name entry in the Centre's diary. Records will be kept in soft and/or hard copy form, appropriate to the subject. Sensitive Centre's and student records will be kept secured.

Student Records

The following details will be maintained by the Centre:-

- Name and home address.
- Sponsoring organisation, name, address, contact person and their position.
- A brief description of the trainee's experience and current position.
- Attendance

Fee Refund Policy

Course fees paid will be held in trust until the student has completed the course. Course fees must be paid at least 28 days in advance to reserve a placement for the course required.

The Centre's refund and cancellation policies are summarised in the following table.

Cancellation by student

Number of days until course commences	Centre Policy
More than 28 days	Full refund on request.
28 days down to 7 days	Transfer course date or substitute student. No extra cost.
Less than 7 days	Transfer course date with administration fee of one day's course fee or substitute student at no extra cost.
Cancellation by Centre	
Any time	Full refund or transfer at no extra cost.

Risk Management Policy

The Centre has a policy of risk identification and risk management. Risk is continuously assessed by the Centre and is identified in the following broad areas:-

Quality of course contents, materials and delivery:-

- Course content and materials are submitted to continuous professional industry critique.
- Competence and experience of course delivery staff is governed by job description, qualifications and appropriate selection.

Quality of facilities i.e. ship-models, waterways and infrastructure:-

- Ship-models are maintained in good condition and full working order.
- Waterways and infrastructure are maintained to provide a relevant venue for course activities.

Physical safety of facilities:-

- Insurances are kept valid at realistic values.
- Facilities are maintained in good condition with adequate precaution against fire and damage.

Physical safety of clients and staff:-

- OH&S policies and procedures are adhered to.
- Work Cover Insurance is kept updated.
- Public Risk Insurance is kept updated.

Identification of risk in critical areas is provided by maintaining a Suggestion Book for staff, plus meetings following each course to identify items of concern. The Student Survey form is scrutinised following each course for risk concerns.

Staff Recruitment, Induction and Development Policy

The Centre is committed to employing trained and qualified staff.

Current Positions

Current staffing comprises Training and Services Director, Business and Technical Director, Facilitator/Instructor, Tug Master, Wharf support and Office Administration.

Staff Recruitment

Staff will be recruited from suitably qualified and experienced personnel in line with the job descriptions described for the facilitator/instructor, tug operator and wharf supporting personnel. In the event of permanent staff being engaged, appropriate advertisement followed by an interview procedure will be carried out.

Staff Induction

Familiarisation and training will be given to experienced Pilots, Tug Masters and wharf support personnel in addition to their having knowledge of the course.

Induction will include all the Centre's policies including Access & Equity and OH&S.

Staff Development

Policy will be to encourage staff to:-

- Develop skills relevant to the Centre's activities.
- Assist in course construction.
- Explore course delivery techniques

Job Descriptions

Facilitator/Instructor

- Have achieved the level of Master Class 1 Certificate of Competency or equivalent.
- Have extensive piloting experience in the handling of ships of all sizes in broad and in narrow waters with and without tug assistance, with a minimum of two years experience.
- Preferably have experience as both pilot-exempt master and pilot.
- Have the training and/or experience necessary to operate a manned-model as a ship handling simulator.

- ❑ Possess a Certificate IV in Assessment and Workplace Training or equivalent competencies.

Training Director

The current Instructor-in-Charge has the following qualifications and current job description:-

- ❑ Has achieved the level of a Master Class 1 Certificate of Competency.
- ❑ Has achieved an unlimited Pilots Licence for the Port of Newcastle.
- ❑ Has 28 years of relevant experience in handling and manoeuvring ships and vessels of all sizes in several different ports.
- ❑ Was the Senior Check Pilot for the Port of Newcastle. This included :-
 1. Specialist writing and delivery of shiphandling courses to limited pilots (recruited practising ships' masters) on the AMC simulator with assessment of their performance.
 2. Performance Assessment of ship's masters by examination in ship handling for the purpose of obtaining Pilot Exemption Certificates for the Port of Newcastle.
- ❑ Possesses competencies and knowledge relating to all aspects of the course including extensive experience in training with the use of marine models, both manned and unmanned.
- ❑ Possesses a Certificate IV in Assessment and Workplace Training.
- ❑ Has an understanding of the policies and procedures of the Centre and implements them.

Technical Director

- ❑ Possess an understanding of the policies and procedures of the Centre and review these with a view to continuous improvement.
- ❑ Understand the requirements to repair and maintain the electrical and mechanical aspects of marine models.

Tug Operator

- ❑ Have experience as tug's master and/or have the training and/or experience necessary to operate a tug-model.

Wharf Support Officer

- ❑ Have the ability to operate independently while supporting the operations of the ship and tug models, including battery charging, ballasting / deballasting and general assistance around the Centre.

Office Administration

- ❑ Have the ability to independently co-ordinate and organise Office procedures to ensure the smooth running of the business.
- ❑ Have skills including but not limited to Accounts, Computer operation and maintenance and general Office skills.
- ❑ Ensure the Business maintains its Policies and procedures required of a Registered Training Organisation (RTO).

Please fax to +61 (0)2 4987 0079; scan & email to training@portash.com.au ; post surface mail to Australian Ship Handling Centre, 7 Twelve Mile Creek Rd, Raymond Terrace, NSW 2324. Australia.

Course Survey

Ship-Models

Were boarding and safety procedures explained clearly? _____

What was your impression of the realism of the ship-models. _____

Did you have enough time on the ship-models? _____

Was the instrumentation easy to use? _____

How realistic was the use of tugs during the course? _____

Port Facilities.

Please comment on the following port facilities :-

Wharves _____

Navigation markers _____

The port generally. _____

Course Structure.

Did you enjoy the course? _____

What did you enjoy most about the course? _____

Was the course well organised? _____

Was the time in training beneficial? _____

Did you find briefing and debriefing associated with operations adequate? _____

Was time given to training room sufficient? _____

Did the course structure give you the opportunity to practise a wide variety of manoeuvres? _____

Were there sections of the course you would like to see improved? _____

Teaching strategies.

Did the trainer/facilitator communicate & present information clearly? _____

Did the trainer/facilitator convey confidence in the subjects presented? _____

Were your questions clearly answered? _____

General Information

How did you hear about us? _____

Were the meals to your liking and satisfaction? _____

Was your accommodation acceptable? _____

Thank you for taking the time to complete this survey. We hope you enjoyed the course and we look forward to seeing you again.

Office Use: Action taken/procedure implemented

Feedback Given