

		<p>Meee Australia Pty Ltd T/A Building Trades Australia RTO 30979 TEL 1300 000 282 www.bta.qld.edu.au www.meee.edu.au ABN 48103867901</p>
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Candidate Handbook



MEEE-BTA Mission Statement and Goal

The Mission of MEEE-BTA is to provide an industry aligned, contemporary standard of quality education service.

Building Trades Australia's goal is to align skills and knowledge MEEE-BTA candidates hold, to qualifications that serve the industry as trade practitioners.

MEEE-BTA Equity & Code of Practice

MEEE-BTA is committed to meeting the fair expectations of candidates that all services will be conducted with efficiency, impartiality and integrity whilst observing standards set out by Australian Skills Quality Authority (ASQA). <http://www.asqa.gov.au/>

MEEE - BTA policies not replace any applicable provision of an Australian Act or Regulation.

All MEEE-BTA representatives must not harass, discriminate, or support others who harass and discriminate against colleagues, candidates or members of the community on the grounds of sex, pregnancy, age, race (including their colour, nationality, descent, ethnic or religious background), marital status, disability, homosexuality or transgender. Such harassment or discrimination may constitute an offence under the Anti-Discrimination Act 1977. All forms of harassment and discrimination may constitute a breach of the Occupational Health and Safety Act 1983 if a risk of physical or psychological injury results from the harassment or discrimination.

MEEE-BTA Code of Practice

RPL (Recognition of Prior Learning)	CODE MEEE-BTA is committed to ensuring candidates are supplied with relevant RPL information at initial contact, including third party business information. Information is provided with relevant RPL tools following RPL application. Prior to an assessment, candidates receive current and accurate information. Information regarding third-party assessment or other arrangements are provided.
Issuance of Qualifications	MEEE - BTA will promptly provide copies of all qualifications achieved. Qualifications and statements of attainment will be issued within 21 days after MEEE-BTA is satisfied that the candidate holds the skills and knowledge required for its issue; and recognises the candidate as having the skills and knowledge required for its issue. Qualifications include anti-fraud safe-guards.
Financial Management	MEEE - BTA applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies as well as fees protection for candidates.
Records and Information Management	MEEE-BTA is committed to implementing best practice in its records management practices and systems, responding in a timely manner to all requests of information from present and past candidates. All staff employed by MEEE-BTA are required to apply themselves to the provisions of the Privacy and Protection of Personal Information Act 1998.
Client feedback	BTA encourages and appreciates any and all feedback provided by stakeholders of BTA, including vocational placement employers, candidates, staff etc. Annually BTA will distribute Learner Engagement surveys which candidates are to complete and submit, but at any other time that a candidate would like to make a suggestion, recommendation, complaint or comment candidates are encouraged to do so via BTA's administration. Candidate and stakeholder suggestions, complaints, comments or recommendations are taken seriously and considered by administration and BTA management for viability and reform
Legislative Compliance	MEEE-BTA Management and staff conducts periodic reviews to ensure that it is compliant with all state and federal legislative requirements for RTO's, including

	but not limited to the <u>Standards for Registered Training Organisations (RTOs) 2015</u> , National Vocational Education and Training Regulator Act 2011, OH&S, Registering Bodies, Harassment, Discrimination, Equal Opportunity and Vocational Education and Training legislation.
Marketing Accuracy	MEEE-BTA Management and staff are committed to marketing that is accurate, ethical and responsible manner ensuring that all clients are provided with timely and necessary information.
Complaints and Appeals	The complaints and appeals policy of MEEE-BTA ensures that all complaints are dealt in a transparent, fair, constructive and timely manner.

Workplace Health and Safety

All MEEE-BTA staff and candidates must observe the MEEE-BTA Occupational Health and Safety Guidelines at all times whilst on MEEE-BTA premises and all work sites.

In order to comply with the *Workplace Health and Safety Act 1995* and to fulfil our obligations to minimise exposure to risk and hazards within the workplace, all candidates MEEE-BTA, must also comply with MEEE-BTA's Workplace Health and Safety code at all times.

Privacy Policy

MEEE-BTA's commitment to individual rights, ethical standards and social justice includes commitments to the appropriate collection, storage and use of information, and to the protection of the privacy of personal information.

While we treat candidate information with the highest standards of confidentiality and privacy, there are occasions when we may disclose this information to third parties where required by law, or where necessary to conduct business. For example, MEEE-BTA shares candidate information if required by federal and state Australian Governments or designated authorities under certain circumstances.

Candidate Services

Language Literacy and Numeracy Assistance

Studying to acquire new skills can be somewhat daunting, and can become a complex and highly variable process for anyone. MEEE-BTA can advise candidates with regard to increasing their literacy and numeracy skills. Candidates will need to self-identify that they need assistance with literacy and numeracy.

Assistance with literacy and numeracy can be found via External Numeracy and Literacy support services:

- **Centrelink** offers a language; literacy and numeracy program that can help improve speaking, reading, writing and basic math skills. Eligible job seekers can get help through the Language, Literacy and Numeracy Training Program (LLNP) to improve their chances of finding and keeping a job, as well as making their everyday lives easier. More information on the Language, Literacy and Numeracy Training Program can be found on the centre link website.

Recognition of Prior Learning (RPL)

Should you apply for RPL?

If the RPL application is successful, the Candidate could:

- reduce or eliminate the need for any training in skills and knowledge they already have.
- save time by not needing to attend any or a reduced number of classes and completing unnecessary work.
- save money because they will not have to buy other learning material.
- complete their qualification in a shorter time.
- advance to a higher level qualification in a shorter time if desired.

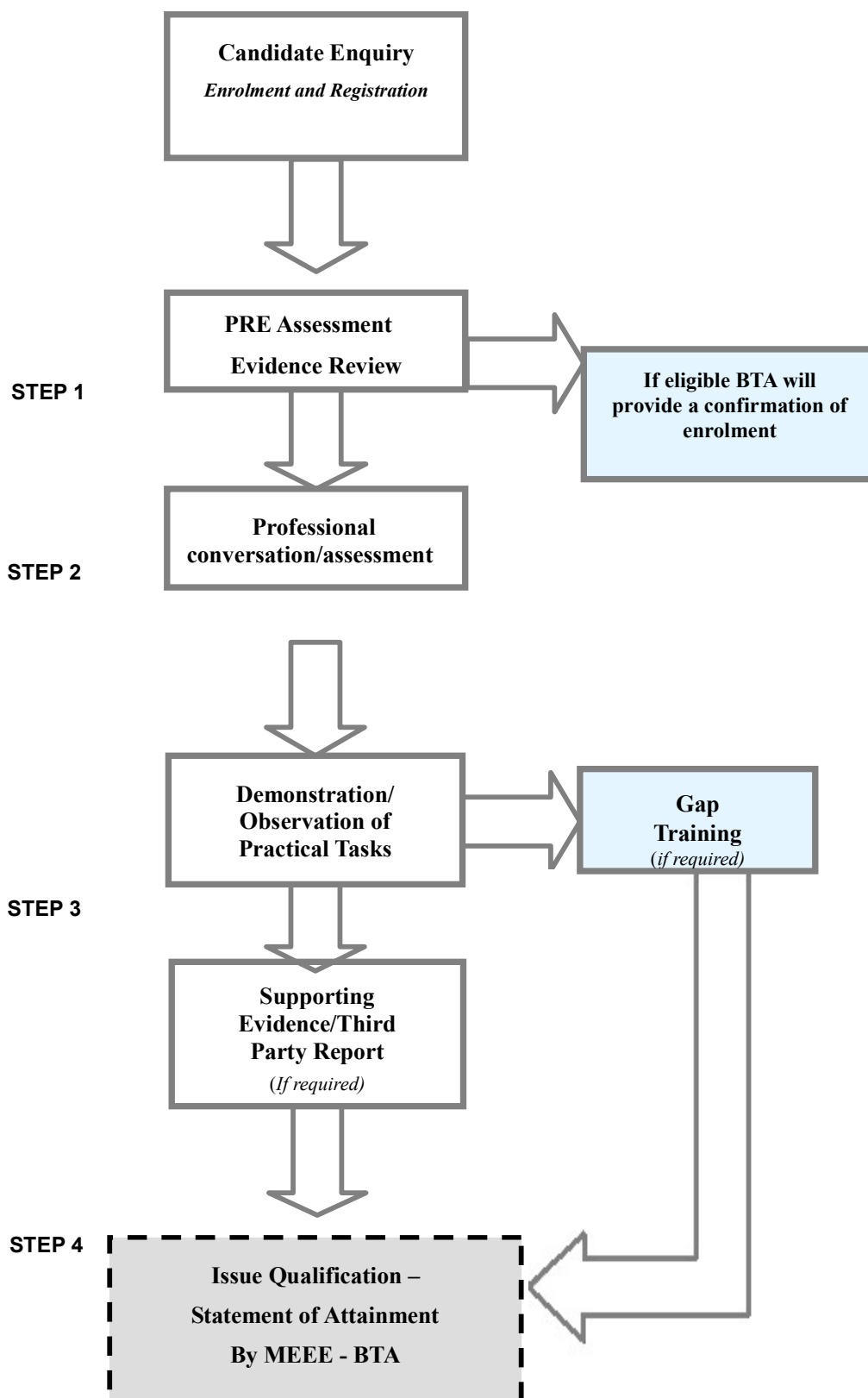
What is Recognition of Prior Learning (RPL)?

RPL is the acknowledgment of skills and knowledge obtained through learning achieved outside the formal education and training system and includes work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, mechanical or linguistic abilities. RPL recognises any prior knowledge and experience and measures it against the qualification for which Candidates are being assessed. The individual may not require further training if he or she already possesses required competencies. Where competencies are lacking, further training is required to be a successful RPL candidate.

Meee/BTA will effectively and efficiently facilitate the RPL process in conjunction with assessor to ensure a fair, valid and reliable assessment outcome in accordance with the related competency standards.

RPL

RPL Assessment Process: The following gives an overview of the RPL process.



Competence

Competence is the demonstration of skills and knowledge that the Candidate has gained through life and work experiences as well as any training that they have successfully completed that can be matched against a set of industry performance standards referred to as units of competency. These units are grouped together to form a specific industry qualification.

Each **unit of competency** is divided into a number of **elements of competency** which are a set of activities that lead to an overall achievement or demonstration of competence. Each of these elements is further broken down into a set of **performance criteria** which give a more detailed description of the skills and knowledge the Candidate needs to be able to demonstrate. Matching the evidence against each of the elements/performance criteria will help the Candidate to reach their qualification more quickly

How to prepare for RPL assessment

In order for skills to be formally recognised as part of a national qualification, Assessors must make sure that the Candidate has the required skills and knowledge to meet the industry standard as specified in the relevant Training Package.

The Candidate must be involved in the RPL process so that all the experience, skills and knowledge they have gained over time can be correctly identified and suitably demonstrated. This evidence is gathered and used in recognition of all or some of the units for the qualification they wish to gain.

All assessment requirements will be discussed with the Candidate in advance and they will be given the opportunity to ask questions and clarify requirements. Being prepared for the assessment process and knowing what needs to be provided can save valuable time and ensure that the RPL assessment is as simple and stress-free as possible.

Here are some tips to make the application process and interview easier.

- The Assessor will ask the Candidate to talk about their work experiences/roles and their employment history.
- If the Candidate has certificates from any training courses they have completed, bring along either certified copies or the originals to the interview with the Assessor and they can make a copy of them.
- Bring along any other documentation that would support the Candidate's claim that they have done this work over time. The following is a list of some of the documents that can provide examples of work history:
 - brief CV;
 - certificates/results of assessment;
 - any licences;
 - tickets held, e.g. forklift, chainsaw;
 - photographs of work undertaken;
 - diaries/task sheets/job sheets/logbooks;
 - site training records;
 - site competencies held record;
 - membership of relevant professional associations;
 - hobbies/interests/special skills outside work;
 - references/letters from previous employers/supervisors;
 - industry awards; and

- any other documentation that may demonstrate experience to support the claim.

Depending on where they have worked and what the work may have included, the Candidate may or may not have documentary evidence. Do not be put off as the Assessor will work with the Candidate during the assessment process.

- Think about who the Candidate would consider to be a workplace contact or referee. Is the employer happy to support the claim for RPL? Would the Candidate feel comfortable if the Assessor contacted their current workplace or previous workplace/s to validate the skills and spoke to the supervisor/s or employer/s?
- The Candidate can speak with the Assessor about other ways that can show current skills for the qualification in which recognition is being sought. These could include letters from employers, records of any training courses or professional development sessions attended, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as there are no confidentiality issues – see below) or any other relevant documents.

Credit transfer/ Mutual Recognition

Credit Transfer (CT) is the acknowledgement of skills and knowledge via formal qualifications previously completed.

A Credit Transfer is granted when a candidate can demonstrate successfully, completion of the same unit code and title that is also included in the qualification the candidate intends to undertake.

The Four Steps of the RPL Assessment Process

Once MEEE-BTA has provided the Candidate with the information that is needed to apply for RPL, the Candidate should follow these four steps in order to complete the process.

Step 1 – FREE RPL Pre- Screening Checklist and Self-Evaluation	<p>Before you decide to apply for RPL you need to complete the RPL Self Evaluation available from your RPL Application Kit with as much information as you can.</p> <p>This will allow the MEEE-BTA to undertake an initial assessment of your experience and a check to see whether you can demonstrate the required skills and knowledge. You can discuss this with an Assessor if you want.</p> <p>You must be able to provide evidence against the elements/performance criteria for the relevant unit/s of competency. It is not enough to simply state that you possess the skills and knowledge required. You must be able to demonstrate competence.</p> <p>This is your opportunity to provide as much proof as you can of the variety of experience you have had. You should supply examples of your work history if you have any.</p> <p>Depending on the trade or industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL, as your Assessor will work with you throughout the RPL process.</p> <p>You will also need to supply the contact details of work referees who can confirm your skills in the industry.</p> <p>You will also be provided with a list of suggested evidence that you could use to demonstrate that you are competent in a particular unit or units of competency. This list is a guide only. If you have other suitable evidence to support your claim for RPL then you are encouraged to share this with your Assessor.</p> <p>If you do not believe that you have any suitable evidence, then you should discuss your options with your Assessor.</p> <p>Once you have completed the self-evaluation Checklist and made the decision that you would like to continue with the RPL process, enrol for RPL and make an appointment with the Assessor.</p>
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<p>Step 2 – Professional competency conversation and interview with the Assessor</p>	<p>The Candidate is required to complete the Candidate RPL Assessment Toolkit and prepare a Portfolio of Evidence. The Portfolio could include the assessed Record Book Attachments, other evidence and the notes prepared for the Professional competency conversation and interview.</p> <p>An interview with an Assessor who understands your industry will be organised for you. They will review – usually with you – the information and supporting documentation you have provided and match up your skills to the units/subjects in the qualification.</p> <p>During your RPL interview, your Assessor will discuss with you your Pre-Screening Checklist and any evidence you have provided.</p> <p>It is at this point that you will be able to identify any previous work experience and discuss this with your Assessor.</p> <p>During this conversation, you will be required to answer questions relating to your work experience. This questioning forms part of the assessment, as it will identify your current knowledge and skills regarding the area of industry in which you are applying for recognition.</p> <p>It is at this stage that a decision will be made whether you are able to proceed to the next step or whether you need to undergo gap training.</p>
<p>Step 3 – Demonstration/ Observation of Practical tasks of your skills</p>	<p>Your Assessor will organise with you to conduct a practical skills test at your workplace (if appropriate) or other suitable location.</p> <p>This is your opportunity to demonstrate your level of competence on a practical level. The assessment will focus on the skills required in the work activities which relate to the qualification in which you are applying for recognition.</p> <p>Your Assessor will identify the skills they want you to demonstrate by asking you to complete certain tasks.</p> <p>In any case if site visit is not possible, and assessor require you to complete certain practical task. You can provide video evidence or comprehensive step by step photograph of you completing the task.</p>
<p>Step 4 – Provision of further supporting evidence and 3rd Party (referee) report</p>	<p>Your Assessor will need to confirm your previous work experience with someone (such as your supervisor or employer) who can vouch for your skills over a period of time.</p> <p>They will contact the referees you have provided as part of the candidate information.</p> <p>Your Assessor may ask you to give your selected workplace contacts or previous employers the Third Party report to complete. Authentication of these reports by the Assessor would then be required.</p>

Candidates Code

At MEEE-BTA we provide a positive environment and expect all candidates to uphold these standards. All candidates will be expected to act in a suitable manner at all times. Certain rules of conduct and behaviour apply. These ensure a harmonious for all concerned.

Candidates' Rights

Candidates \ have a right to:

- Be treated fairly and with respect.
- Have all the personal details and records kept private.
- Have access to personal records, and on request can be issued photocopies of their personal records (fees per copy apply).
- Have access to MEEE-BTA support services.
- Be given timely and accurate information about assessment procedures
- Provide and Receive feedback.
- Make a complaint to or about any MEEE-BTA without fear of victimization.
- Have complaints dealt with fairly, promptly, confidentially.
- right to take action under Australia's consumer protection laws.
- Changes to Agreed Service -

Where there are any changes to agreed services, the RTO will advise the learner as soon as practicable via the email noted on this document, including in relation to any new third party arrangements, or a change in ownership, or changes to existing third party arrangements. In any case where such changes cause disruption to, or cause dissatisfaction with, the a MEEE – BTA candidacy, MEEE – BTA will either provide an alternate solution agreed by both parties, or the candidate refund is activated under Provider Default & Default of 3rd Party Providers.

Candidates Rules

- Treat people with respect and fairness at all times.
- Be honest and truthful.
- Complete all assessment tasks and examinations honestly.
- Do not submit and claim work as their own, work derived from another source or work done by another person is not acceptable.

Protection of Candidate Prepaid Fees Policy

Meee - BTA does not accept deposits exceeding \$1500. Fees paid in advance are deposited into a trust account which protects candidates from default service provider default. A completed *Letter of Offer Agreement and Declaration* must be completed and returned to MEEE – BTA prior to making fee deposit or receiving service.



RTO 30979

Refund Policy

Full Refunds: MEEE-BTA will make a full refund of the tuition fees paid where MEEE-BTA withdraws the service under circumstances of Provider Default, or the service in which the candidate has paid for becomes unavailable.

RPL FEES are not refundable after the initial assessment has begun

Requests for Refunds

Requests for refunds must be made by submitting a completed Request for Refund form. Submissions of Request for Refund form do not attract a fee. Any refund will be made within 4 weeks, in Australian dollars.

Payment of fees - methods

- Credit card. Master card and Visa card only. Payment via credit card will attract a fee of 1.5% of total fees due.
- Cash
- Cheque
- Direct debit

Complaints and Appeals Procedures

Complaints Procedure

- All formal complaints must be in writing and addressed to the as PEO of the RTO.
- On receipt of a written complaint:
 - a written acknowledgement is sent to the complainant from the PEO (via admin support);
 - the complaint is forwarded to the Quality manager Vocational Education & Training and Careers (RTO Manager); and
 - the complaint will be entered into the RTO Complaints and Appeals Register.
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or Quality Manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
 - The complaints committee shall not have had previous involvement with the complaint and will include representatives of:
 - the Principal;
 - the teaching staff; and
 - an independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, third party or Candidate (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days and recorded in the RTO Complaints and Appeals Register. All paperwork pertaining to the complaint will be filed in the Candidate files in Administration.
- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
- If the complainant is still not satisfied, the principal will refer them to the MEEE - BTA Candidate handbook

Appeals Procedure

- All formal appeals must be in writing and addressed to the Principal, as PEO of the RTO.
- On receipt of a written appeal:
 - a written acknowledgement is sent to the appellant from the Principal (via admin support);
 - the appeal is forwarded to the Quality manager Vocational Education & Training and Careers; and
 - the appeal will be entered into the RTO Complaints and Appeals Register.

- If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or Quality Manager will either deal with the appeal or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
 - The appeals committee shall not have had previous involvement with the appeal, and will include representatives of:
 - the Principal;
 - the teaching staff, and
 - an independent person.
- The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days and recorded in the RTO Complaints and Appeals Register. All paperwork pertaining to the appeal will be filed in the Candidate files in Administration.
- If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the college.
- If the appellant is still not satisfied, the principal will refer them to the MEEE – BTA Candidate handbook for further information about making complaints

Assessor Role and Responsibilities

EACH APPLICATION IS UNIQUE

It is important to ensure that the RPL Assessment process has a focus on adapting each assessment to consider the specifics of each individual Applicant and their workplace rather than relying on a “one-method-fits” all approach. Be flexible and adapt to changing circumstances.

Applicants may need to negotiate with employers in order to obtain suitable evidence that they can submit for the RPL Assessment. They will need to determine what evidence is already available and what other evidence that they may need to gather from past employers and colleagues. This may include documentation they have prepared in the course of working, samples and completed products, reviews and appraisals that have been conducted, as well as seeking references and testimonials from employers, manager and colleagues in the industry.

When conducting RPL Assessment the Assessor might be reviewing activities that were undertaken in work or project teams, and therefore it may be difficult to provide evidence of competency for only one person. In this situation a personal statement, additional questioning or third-party reports may be required to confirm an individual's contribution and performance.

Some Applicants will have the information readily available and are able to submit evidence in an efficient and effective manner that allows for a very speedy processing of the RPL Application. Others may have commitments both within work and outside that cause delays in the evidence gathering process. Be sure to allow for this and offer advice and assistance wherever possible and keep in mind the three month time frame for completing and submitting the application.

RULES OF EVIDENCE

It is essential that RPL Assessors always consider the “rules of evidence” *Rules of Evidence* are closely related to the *Principles of Assessment* and provide guidance on the collection of evidence to ensure that

it is valid, sufficient, authentic and current as follows:

Valid means that the evidence relates to the *Training Package* for the qualification, in particular, it addresses the essential skills knowledge and dimensions of competency that are detailed in the the Units of Competency, Elements, Performance Criteria and Employability Skills.

(Also see *Principles of Assessment* for more information).

Authentic

To be authentic, an Assessor must be assured that the evidence presented for assessment is the candidate's own work and that they were personally responsible for preparation or development. The evidence should truly represent the skills, knowledge and experience of the Applicant. If this is unclear, the Assessor should seek third party verification as required. No plagiarism, copyright infringement or copying of evidence will be tolerated and must be reported to the Head Assessor IMMEDIATELY.

Current

Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Sufficient

Although there are cases of specific training packages/units of competency where required evidence is prescribed, generally there are no rules for quantity. Rather than focusing on the quantity of evidence, assessors need to ensure that assessment decisions are based on quality evidence that demonstrates the Applicant is competent against the criteria for the Unit of Competency. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly over an extended period. Supplementary sources of evidence may be necessary. The Training Package for each Qualification will provide specific evidence requirements of each Unit of competency and advice on sufficiency.

Principles of assessment

It is critical for RPL Assessors to maintain detailed records to verify if the evidence submitted by the Applicant can be used to determine competency for the qualification. The following *Principles of Assessment* are required to ensure quality outcomes as follows:

Fairness means that the assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. Fairness requires consideration of the individual Applicant's needs, characteristics and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the Applicant to ensure that the Applicant is fully informed and understands the assessment process, is able to participate and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexible means that the assessment tools and process used allows for a range of flexible assessment contexts. To be flexible, the assessment should reflect the Applicant's needs and provide for recognition of the Applicant's competencies no matter how, where or when they have been acquired. The assessment should draw on a range of methods appropriate to the context, career experience, current competency and the individual needs of the Applicant and support continuous competency development.

Valid means that the evidence relates to the Units of Competency, addresses essential skills and knowledge, dimensions of competency and Employability Skills and needs to ensure that the assessment decision made about a Applicant's competency is justified based on the evidence provided for assessment.

Reliable means that the assessment tools and processes will produce consistent outcomes when applied by a range of assessors in a range of contexts and is concerned with how much error is included in the evidence.

Building Trades Australia supports competency-based assessment process that will determine if the RPL Applicant is competent or not yet competent. If the RPL Assessor is uncomfortable with making a decision they should:

- review the assessment process used to determine if the rules of evidence have been met;
- review the evidence submitted by the Applicant;
- have another RPL assessor conduct a review of the RPL Application; or
- consult the Head Assessor for further clarification

Cost

RPL Cost may varies depends on qualifications and other factors includes:

- if gap training required
- if you already obtain formal qualification for credit transfer
- candidate location
- if site visit required

The actual price will be quoted to you after free pre-enrolment assessment.

Cost indication for different levels of qualification

Fee	Advance Diploma	Diploma	Certificate IV	Certificate III
RPL (workplace visit)	\$6200-\$7000	\$5200- \$6000	\$3900-\$4200	\$2100-\$2400
Gap Training per unit	\$30 per nominal hour	\$30 per nominal hour	\$25per nominal hour	\$15 per nominal hour

Student Support

RPL Support – BTA staff can assist you in prepare your portfolio evidence 1300000282

LLN- Free LLN support- Contact Reading and Writing Hotline 1300655506

Or Online FREE Resources <http://www.readingwritinghotline.edu.au/student-resources/>

Other Help and Support

Organisation	Contact Number	Service/Support Hours
Lifeline	131 114	24/7 A free telephone counselling service.
1800 RESPECT	1800 737 732	24/7 National sexual assault, domestic and family violence counselling service.
MensLine Australia	1300 789 978	24/7 Counselling and resources for men in crisis.
The Salvation Army	1300 363 622	24/7 Salvos telephone counselling service.
The Line	1800 MYLINE	24/7 Support for young people in

	(1800 695 463)	relationships.
Quitline	137 848 or 131 848	7am - 10.30pm Mon to Fri; 9am - 5pm weekends and public holidays. Information on how to quit smoking.
Family Drug Support	1300 368 186	24/7 Information and referral.
Interpreter Services	131 450	9am - 5 pm Mon to Fri.

Other Important Information

Building Trades Australia. Telephone: 1300 000282

Literacy or Numeracy Services

Centerlink Website http://www.centrelink.gov.au/internet/internet.nsf/services/literacy_numeracy.htm

Phone Numbers

<u>Police, Ambulance, Fire</u>	<u>000</u>	<u>Pregnancy Help</u>	<u>3831 6161</u>
<u>Taxi</u>	<u>131 008</u>	<u>Woman Health QLD wide</u>	<u>3839 9988</u>
<u>Interpreting Services (<i>TIS National</i>)</u>	<u>131 450</u>	<u>Breast Cancer Association of QLD</u>	<u>3839 6630</u>
<u>Transportation (<i>Transinfo</i>)</u>	<u>131 230</u>	<u>Eating Disorders associations</u>	<u>3352 6900</u>
<u>Financial Counselling Services</u>	<u>3257 1957</u>	<u>National Council of Women</u>	<u>3229 8171</u>
<u>Social Security Services</u>	<u>132 468</u>	<u>Legal Aid Services</u>	<u>3238 3317</u>
<u>Alcohol & Drug Information Line</u>	<u>3236 2414</u>	<u>Woman Legal Services</u>	<u>3392 0670</u>
<u>Children by Choice</u>	<u>3357 5377</u>	<u>Brisbane Rape & Incest Crisis</u>	<u>3844 4008</u>
<u>Family Planning Association</u>	<u>3252 5151</u>	<u>Domestic Violence</u>	<u>1800 811 811</u>
<u>Travellers Medical Service</u>	<u>1300 369 359</u>		

WEBSITES

www.seek.com.au www.mycareer.com.au www.careerone.com.au www.jobsearch.gov.au
www.transinfo.qld.gov.au