



LEARNER HANDBOOK

Trans-Plant Training Pty Ltd

ABN 28 095 686 034

Registered Training Organisation (No: 21488)

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Welcome to Trans-Plant Training Pty Ltd.

Student Induction Handbook

Student Name: _____

Student ID: _____

Australian Skills Quality Authority (ASQA) Provider No: 21488

Trans-Plant Training Pty Ltd operates as a Registered Training Provider.

Trans-Plant Training Pty Ltd offers specialist industry skills training as well as other vocational training, including:

- Construction Induction
- Traffic Control
- Truck and Trailer Mounted Attenuators
- Earthmoving and Load Shifting Equipment
- High Risk Machinery
- Dangerous Goods

NSW GOVERNMENT ACCREDITATION

Australian Skills Quality Authority (ASQA) - NSW Vocational Education Training Accreditation Board.
Provider No. 21488

In accordance with Section 6 of the Vocational Education and Training Act 2005, the objects of the Board are as follows:

- a) To register training organisations,
- b) To accredit vocational courses,

Australian Skills Quality Authority (ASQA) is responsible for the registration and recognition of training providers, and the accreditation of courses linked to an Australian National Qualification.

The main benefits of registration with Australian Skills Quality Authority (ASQA) are that Trans-Plant Training Pty Ltd gains national recognition, can deliver nationally recognised courses, and can issue national recognised qualifications.

COMPANY OVERVIEW:

Trans-Plant Training Pty Ltd is open to application by students of all ages and abilities, subject to determination of individuals' ability to meet assessment requirements, and course pre-requisites. All staff operate in accordance with Trans-Plant Training Pty Ltd.'s Code of Conduct, their Position Description, and Legislation relevant to Anti-Discrimination, and Work Health and Safety.

Our Quality Assurance principles, and Regulatory requirements underpin the purposeful selection of highly skilled and qualified professionals to deliver training and assessment services for Trans-Plant Training Pty Ltd. Customers of Trans-Plant Training Pty Ltd can be assured that our trainer/assessors have a minimum requirement of:

- TAE40110 – Certificate IV in Training and Assessment;
- Industry qualifications equivalent to, or higher than the vocational qualification being delivered;
- At least five (5) years post-qualification industry experience;
- Regular Professional Development activities, including the maintenance of current industry experience;
- Meet the 'Fit and Proper Persons' requirements;
- Meet the accreditation and licencing requirements of the Regulatory and Legislative bodies.

Staff performance is an integral component of our Quality Assurance principles, and is regularly appraised through Trans-Plant Training Pty Ltd Staff Position Descriptions, performance goals, student feedback, self-assessment, observation by, and personal discussion with the Trans-Plant Training Pty Ltd Chief Executive Officer.

Trans-Plant Training Pty Ltd philosophy is about building relationships, helping our students to achieve their goals, and providing them with the best possible vocational outcomes. The management and staff of Trans-Plant Training Pty Ltd are committed to providing opportunities for quality supported learning, through industry endorsed and accredited Vocational Education and Training.

We are committed to providing Best Practice in training and assessment.

We believe that every student, regardless of age, race, gender, or ability has the right to access support, training and assessment services, and high-quality facilities.

The Trans-Plant Training Pty Ltd team is committed to creating and maintaining a unique supportive learning environment, which encourages a professional and creative approach to learning. We strive to

provide good quality training products, which respond effectively to industry needs, and prepare our graduates for a position in their chosen field. Trans-Plant Training Pty Ltd encourages individuals to have respect for other people, to believe in their abilities, and to strive for personal excellence and growth in every endeavour.

Trans-Plant Training Pty Ltd philosophy is built on the belief that effective communication and information sharing are the keys to personal and professional growth. Trans-Plant Training Pty Ltd will act in accordance with the highest standards, to provide Vocational Education and Training in the field of your choice. Trans-Plant Training Pty Ltd Code of Conduct outlines our operational policies and our commitment to our clients.

Trans-Plant Training Pty Ltd and their Third-Party Partners:

Advertises and markets its training services with integrity, accuracy, and professionalism.

Provides accurate, relevant, and up-to-date information, and states its fees and charges on enquiry.

Provides qualified and experienced trainers and assessors, who:

- Undertake their duties with honesty, objectivity, integrity, and diligence.
- Act professionally, and give the highest standards of service to students.
- Conduct fair, flexible, valid, and reliable competency based assessments, which are judged on their validity, sufficiency, authenticity, and currency.
- Provides facilities, and equipment in a safe environment.
- Delivers, monitors, and reviews training and assessment services, to ensure that interests and welfare of students are maintained.
- Provides an appeals and grievance procedure, and opportunities for reassessment.
- Recognises the rights and dignity of the students, observing always, the tenets of Anti-Discrimination and Equal Opportunity Laws.
- Complies with the requirements of Commonwealth and NSW Legislative and Regulatory requirements including: Education Services for Overseas Students Act 2000 (ESOS Act), Work Health and Safety, Privacy and Personal Information Protection, and Vocational Education and Training Act (VETA Act).
- Treats students fairly with professional concern for their interests, and refers students to external advice if necessary.
- Acts in a way that promotes co-operation and good relations among the people the organisation works with.

- Recognises and advises all concerned of any possible conflict of interest in dealings with, and on behalf of Trans-Plant Training Pty Ltd.
- Maintains accurate, confidential, and secure training and financial records.
- Encourages feedback and evaluation from stakeholders.
- Provides timely and accurate information to Government Agencies and funding bodies.

Trans-Plant Training Pty Ltd:

- Is a non-smoking environment.
- Ensures the security of students' personal possessions while attending a course.
- Encourages prompt reporting of all incidents of harassment or injury to the teacher.
- Asks students to respect the Organisation's property, and observe Policy Guidelines and instructions for the use of equipment.
- Asks students to refrain from the use of devices that may disrupt classes or disturb other students learning e.g.: Mobile phones and pagers, mp3's etc.
- Encourage students to seek clarification of students' rights and responsibilities when in doubt.

SOME OF THE ESSENTIAL PERSONNEL WORKING WITH YOU

Instructing Staff

The Chief Executive Officer is responsible for the standard of training within Trans-Plant Training Pty Ltd, and for the assessments conducted.

The trainers/assessors at Trans-Plant Training Pty Ltd perform all training and assessments. In addition, trainers/assessors are responsible for day to day course administration. All trainers/assessors have at least a Certificate IV in Training and Assessment, and all the necessary endorsements to allow them to conduct and assess competency, and underpinning knowledge.

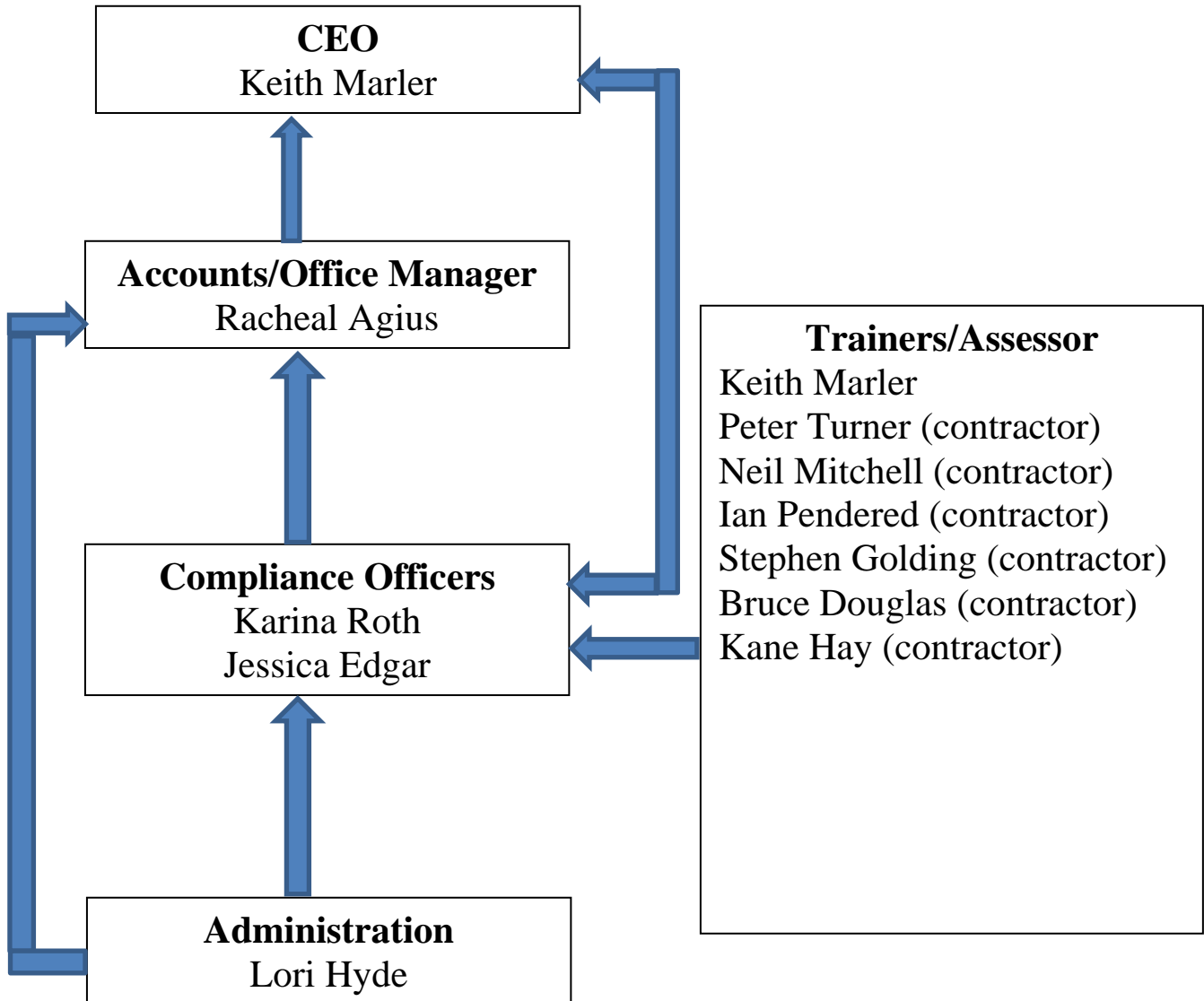
Trainers and assessors must, by law, maintain accurate records of attendance and participation.

Administration Staff

The Administration staff are responsible for the control of the front office, receive all payments from you, and coordinate your course activities.

ORGANISATION CHART

The current organisation chart is to help you understand the size of the company.



STAFF RESPONSIBILITIES FOR ACCESS/ EQUITY & EQUAL OPPORTUNITY ISSUES

Trans-Plant Training Pty Ltd has a Chief Executive Officer, and it is to that person that you should direct all problems and information requests: they will refer your issue to the best person. The Chief Executive Officer is the Access and Equity Officer for Trans-Plant Training Pty Ltd, so if you are experiencing any harassment or discrimination, refer the matter to the Chief Executive Officer in writing.

Trans-Plant Training Pty Ltd:

- Aims to ensure that access to employment and training and assessment is available, regardless of gender, socioeconomic background, disability, ethnic origin, age, or race.
- Training and assessment services are delivered in a non-discriminatory, open, and respectful manner.
- Staff are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Facilities are updated to provide reasonable access to clients of all levels of mobility, physical, and intellectual capacity.
- Conduct client selection for training and assessment opportunities in a manner that includes, and reflects the diverse client population.
- Actively encourages the participation of clients from traditionally disadvantaged groups, and offers reasonable adjustment strategies that enable equitable access to training and assessment services.
- Provides culturally inclusive language, literacy and numeracy advice, and assistance that assists clients in meeting personal training goals.
- Is accountable for its performance, in adhering to the principles of this policy, and welcomes feedback as part of its quality improvement system.
- Staff and students are required to comply with access and equity requirements at all times.

Trans-Plant Training Pty Ltd provides equal opportunity in education. Each of our staff members has responsibility for ensuring access and equity issues are addressed for all students with whom they train and work. They are expected to act in accordance with our Code of Conduct, and all students are made aware of their rights and responsibilities through this Student Handbook.

LEARNER'S RIGHTS AND RESPONSIBILITIES

Learners' Rights

We recognise that learners have the right to:

- Expect us to provide courses of high quality, that recognise and appreciate their individual needs and learning styles.
- Have access to our courses and services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation.
- Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for accredited courses.

- Be advised of the learning outcomes and prescribed assessment tasks for the course of their choice, prior to commencement.
- Appeal for a review of the results of a test or assessment.
- Expect to achieve the published learning outcomes from their course, if they, in turn, devote the necessary time and diligence to it.
- Learn from well-qualified, competent, and diligent Trainers who observe their responsibility to address learners' learning needs, assist them to achieve published course outcomes, and assess their learners' work fairly.
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination.
- Be treated with dignity and fairness.
- Expect that we will be ethical and open in our dealings, our communications, and our advertising.
- Expect that we will observe our duty of care to them.
- Efficient handling of administrative matters, and in the processing of fees, concessions, refunds etc.
- Privacy and confidentiality, and secure storage of their records in accordance with our policies, to the extent permitted by law.

Learners' Responsibilities

Learners are responsible for:

- Understanding and accepting the Enrolment Conditions for courses chosen.
- Providing accurate information about themselves at enrolment, and advising us of any changes to their address or phone numbers.
- Paying all fees and charges associated with their course, and providing their own course resources, where notified.
- Recognising the rights of staff and other learners to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them.
- Regular and punctual attendance.
- Ensuring they attend classes sober and drug free.
- Learners are responsible for all their own fines and penalties whilst undertaking driver training.

Note:

- Trans-Plant Training Pty Ltd retains the right to refuse enrolment and/or to remove from class, learners who do not behave in an acceptable and appropriate manner towards staff or other

learners or visitors, fail to respect the property of Trans-Plant Training Pty Ltd, the staff or other learners, or the premises in which classes are conducted.

COURSE ENROLMENT FORM

All learners are required to complete an enrolment form prior to course commencement, to ascertain contact details, Unique Student Identifier, course of interest, emergency contact details, whether there is any Recognition of Prior Learning, and to collect the relevant statistical information required for AVETMISS reporting.

The back of the enrolment requires for learners to indicate their agreement to adhere to Trans-Plant Training Pty Ltd.'s terms and conditions, via the Student Declaration. Students are required to sign the back of the form to acknowledge their agreement with Trans-Plant Training Pty Ltd.'s terms and conditions.

A copy of the Course Enrolment Form will be supplied to the learner, in line with the Australian Consumer Law requirements, prior to course commencement.

The Office Manager is responsible for ensuring each learner has completed an enrolment form prior to course commencement.

ENROLMENT AND SELECTION

1. The learner is responsible for notifying Trans-Plant Training Pty Ltd if they have a medical condition or disability, or require assistance in their Training.
2. It is the learner's responsibility to note the date, time and location of the course as advertised, and confirmed in the course confirmation letter.
3. Courses with low enrolments may be cancelled. Every effort will be made to contact learners, please ensure your contact details are correct.
4. Requests from the learner to transfer or credit their course placement in a Full Qualification course, due to changed personal circumstances will be considered, and every effort will be made to ensure a placement into an alternative course.
5. If you are unable to complete your course in a Full Qualification course, due to changed personal circumstances, Trans-Plant Training Pty Ltd will make every effort to ensure you are placed into an alternative pre-scheduled course.
6. Learners can only join after course commencement date in a Full Qualification course, if they meet all pre-requisites. Full course fees are still payable for late enrolments.

7. Trans-Plant Training Pty Ltd reserves the right to decline admission to a course, terminate a learner's enrolment in a class, or change a Trainer/Assessor at any time without notice.
8. Learners participate in courses involving physical activity; field trips, practical demonstrations etc. and do so at their own risk. Trans-Plant Training Pty Ltd.'s learners are covered by Public Liability insurance whilst working within Trans-Plant Training Pty Ltd.'s premises.
9. If a learner is identified as having a Disability and requiring further support, speak to your Trainer, or the Office Manager.

On enrolment, learners will receive:

- Letter of confirmation
- Flyer relating to the course the student is enrolled in
- How to find us map
- Information on Unique Student Identifier Number (USI)
- Learner Handbook
- Any documentation required to the specific unit the learner is in enrolled in (e.g. Identification needed, pre-course workbooks)

COMPETENCY BASED TRAINING (CBT):

This term refers to training, where the focus is on assisting learners to develop competence in their chosen field of study.

- This competence is developed to meet industry / professional/ enterprise standards.
- At the end of the CBT program, the learner's performance is assessed against the specific standards, i.e.: Performance Criteria embedded in the Units of Competence.
- To satisfy the Performance Criteria, practical activities, written knowledge tasks, and assignments detailed in your Trainers Guide will be completed and assessed.
- You need to demonstrate your knowledge, skills, and attitudes to your Assessor to gain competency in any unit.

COURSE DELIVERY AND OUTCOMES.

Each of the units of the courses are comprised of theory and practical components, and are listed on the website www.trans-planttraining.com.au. Courses are all based upon participants being able to demonstrate skills in the units of your course. They involve attendance at classroom sessions, and demonstration of practical skills in a work environment.

At various times through your course, you must undergo an assessment or test to show that you have learned skills, or that you have enough knowledge on the subjects being taught. If you do not perform well enough in these assessments, then you may sit them again, or elect to show how the knowledge is applied. Assessments are conducted by both written assessments, and demonstration by you in front of an assessor.

Course outcomes are described on each of the course advertising brochures. At the successful completion of the course, you will be issued a Certificate, or Statement of Attainment to show that you have successfully completed the whole course, or elements of the course. This document is important and should be stored safely, as it may be used as evidence to enter further courses within Australia.

PRINCIPLES OF ASSESSMENT AND THE RULES OF EVIDENCE

Assessors are responsible for ensuring that all Assessments are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment are required, to ensure quality outcomes. Assessments should be Fair, Flexible, Valid, and Reliable as follows:

- Fairness:** Fairness requires consideration of the individual candidate's needs and characteristics, and any Reasonable Adjustments that need to be applied to take account of them. It requires clear communication between the Assessor and the candidate, to ensure that the candidate is fully informed about, understands, and is able to participate in the Assessment process, 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:** To be Flexible, Assessment should reflect the candidate's needs; provide for Recognition of Competencies no matter how, where, or when they have been acquired; draw on a range of methods appropriate to the context, competency, and the candidate; and, support continuous competency development.
- Validity:** There are five major types of Validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use, and consequences that result from the Assessment. In simple terms, it is concerned with the extent to which an Assessment decision about a candidate (e.g. Competent/Not Yet Competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good

or poor performance, and feeding them back into the Assessment process to reduce errors when making inferences about Competence.

Unlike Reliability, Validity is not simply a property of the Assessment tool. As such, an Assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and Assessment decisions if the tool was used for a different purpose and/or target group

Reliability: There are five types of Reliability: internal consistency; parallel forms; split- half; inter-rater; and, intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Following is a guide to what should be in the Assessment tools, to meet the “Principles of Assessment”:

- Elements addressed (to levels as defined in Performance Criteria)
- Knowledge Evidence/required knowledge addressed
- Performance Evidence/required skills addressed
- Assessment conditions/critical aspects of evidence addressed
- Context and consistency of Assessment addressed to appropriate AQF level
- Assessment of knowledge and skills is integrated with their practical application
- Assessment uses a range of Assessment methods
- Criteria defining acceptable performance are outlined for all instruments
- Clear information about Assessment requirements is provided (for Assessors and learners)
- Allows for Reasonable Adjustment, and provides for objective feedback
- Considers dimensions of competency and transferability

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:

Validity: Assessment evidence considered has direct relevant to the Unit or module’s specifications.

Sufficiency: 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. Supplementary sources of

Evidence may be necessary. The specific Evidence requirements of each Unit of Competency provide advice on sufficiency.

Authenticity: To accept Evidence as authentic, an Assessor must be assured that the Evidence presented for Assessment is the candidate's own work.

Currency: 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.

Following is a guide to what should be in the Assessment tools, to meet the "Rules of Evidence":

Validity Assessment Evidence considered has direct relevance to the Unit or module's specifications

Sufficiency Sufficient Assessment Evidence is considered to substantiate a Competency judgement

Authenticity Assessment Evidence gathered is the learner's own work

Currency Competency judgements include consideration of Evidence from the present or the very recent past

In order to ensure that Assessment activities/tasks meet the Principles of Assessment and the Rules of Evidence requirements, which includes meeting workplace requirements, and to ensure the Reliability and Flexibility of Assessment, all Assessment activities/tasks must be validated. Please refer to the Policy and process for Assessment Validation below for more details on how to validate.

ASSESSMENT OUTCOMES:

Learners who demonstrated competency in the learning objectives covered, can achieve the following outcomes:

- C means Competent.

To achieve the qualification, learners must have achieved a Competent result for all their assessments.

- NYC means Not Yet Competent.

If students are assessed as Not Yet Competent they will be given feedback and asked to resubmit /resit the assignment / examination with revision.

- ‘RPL means Recognition of Prior Learning.

Recognition of Prior Learning (RPL) is a process whereby previous learning, experience, or skills gain formal recognition. Students complete an RPL Application Form, and submit this to the CEO. This is a fee- based service. (This is a separate process from mutual recognition, as stated under the National Vocational Register).

- CT means Credit Transfer.

Credit Transfer is the process where Learners can claim a Unit of Competency they have completed elsewhere, for the same Unit of Competency in the course they are undertaking.

Credit Transfer for a Unit of Competency needs to be considered for its vocational relevance, to be applied to a chosen course.

RECOGNITION OF PRIOR LEARNING OR CURRENT COMPETENCY

Policy Context

This procedure describes Recognition of Prior Learning or Current Competency (RPL & RCC), and how it is offered to all students.

It applies to all enrolled or enrolling students

It ensures that (RPL & RCC) provision is structured to minimise time and costs to the student, plus adequate support and information is available for the student to prepare their claim for recognition regardless of how, when or where the previous learning occurred.

Responsibilities

Assessors Conduct Assessment in a Manner That Shows:

- Impartiality - The assessor conducts the assessment in a manner that does not improperly favour, or disadvantage one person or interest
- Integrity - The assessor acts in accordance with ethical principles, and in such a way that it is clear that proper processes have been adhered to
- Openness - The assessor provides full and accurate information in an easily accessible form to those entitled to receive it.

Student Records Officer

Responsible for processing applications for recognition, and consequent adjustment to student records

Procedure

- All Teachers/Trainers must provide information and advice about (RPL & RCC) upon enrolment and prior to any formal delivery, and give students information on the (RPL & RCC) application process
- Students wanting (RPL & RCC) must be provided with the correct form from the Class Teacher/Trainer of Trans-Plant Training Pty Ltd
- The Class Teacher/Trainer will assist the student to complete the form, ensure it is completed correctly, sight original documents, certify copies, and ensure evidence is attached
- Students should be enrolled and entered onto the class roll, and attend classes until a formal decision is made regarding their (RPL & RCC) application
- The Class Teacher/Trainer will accept the application for (RPL & RCC) and forward the application to Trans-Plant Training Pty Ltd
- Trans-Plant Training Pty Ltd then assesses the application against the assessment criteria of the units
- The applicant will be notified in writing of the outcome. Typically, this could be the student's copy of the form. Students who are unsuccessful with their application will be provided with reasons, and advice on options available to them.
- The student records will be adjusted, and a copy forwarded to the student.

Ethical Practice and Conflict of Interest in Assessment for Purposes of Recognition or Achievement Within a Learning Program

Purpose

Trans-Plant Training Pty Ltd staff should avoid real or apparent conflicts of interest in the conduct of assessment, for purposes of:

- The granting of recognition
- Determining the level of skills and knowledge acquired within a program of learning.
- Assessment against the Australian Quality Training Framework
- Principles underpinning assessment under the Australian Quality Training Framework

Conflict of Interest

Conflict of interest is defined as a conflict between what is in an employee's interest, and what is in the best interest of Trans-Plant Training Pty Ltd and its customers and clients, when the employee is performing their job.

- A conflict of interest arises when an employee of Trans-Plant Training Pty Ltd is in a position to undertake an action or make a decision in the course of their work, that could materially benefit themselves, a member of their family or a close associate at the expense of the public benefit.
- Student RPL & RCC are based on the assessment of evidence provided by an eligible applicant, in support of their application for enrolment in a course.
- Assessment decisions within learning programs are based on evidence collected from specific assessment activities undertaken by students as part of the module or unit learning program.
- Assessment decisions determine the result awarded to the student in the unit.
- An assessor is the Trans-Plant Training Pty Ltd officer responsible for conducting the assessment activity.
- Recognition decisions are based on assessment of whether the evidence provided by applicants in relation to their existing skills and knowledge is sufficient to show that the required outcomes of a module or unit have already been achieved prior to enrolment.
- Recognition decisions are most commonly made to determine whether an applicant is to be granted an exemption from a specific unit
- In some cases, recognition decisions may show that an applicant has the required skills and knowledge to gain entry to a specific course.

TRAINING AND ASSESSMENT PATHWAYS

For most candidate's assessment and training are integrated, with assessment evidence collected progressively and feedback being provided to the candidate.

The candidate may undertake a structured program of training and assessment while on the job, while off the job, or in a combination of on-the-job and off-the job environments.

This pathway is particularly suited to recruit induction and New Apprenticeships, as trainees can be provided with a mix of formal training, structured workplace experience, and formative assessment activities. Through this combination of training and assessment the candidate can acquire and demonstrate the practical skills and knowledge identified in the relevant Competency Standards.

ASSESSMENT ONLY PATHWAY

In some circumstances, an assessment only (skills recognition) pathway will be warranted. The candidate provides current, quality evidence against the relevant Units of Competency, and the outcomes of the assessment process indicate that the candidate is competent and that structured training is not required. This pathway can operate in both on-the-job and off-the-job environments. It is likely to be most appropriate for students enrolling for qualifications who want recognition for prior learning or current competencies, for existing workers, for individuals with overseas qualifications, for recent migrants with established work histories, for people returning to the workplace, and for people with disabilities or injuries requiring a change in career.

Candidates wishing to take this pathway present evidence that they possess the skills and knowledge identified in the relevant Competency Standards, and then a judge whether the candidate is competent. Summative approaches to assessment may be directed by the candidate (such as in the compilation of portfolios) or by the assessor (such as observation of workplace performance, requiring demonstrations of skills, and carrying out oral and written testing).

COMBINATION OF ‘TRAINING AND ASSESSMENT’ AND ‘ASSESSMENT ONLY PATHWAYS’

Where candidates have gained competencies through work and life experience and gaps in their competency are identified, or where they require training in new areas, a combination of approaches may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competence using an ‘assessment only pathway’. Once current competence is identified, a structured training and assessment program may be established to ensure that the candidate acquires the required additional competencies. These would be achieved through a ‘training and assessment pathway’.

It is important to note that each of these assessment pathways leads to full recognition under the Australian Qualifications Framework. An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package

Recognition of Prior Learning and Current Competency

The competencies in this Training Package may be attained in a number of ways:

- formal or informal training and education;
- work experience
- general life experience, and/or
- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained.

Competencies achieved and currently held by individuals can be formally assessed against the Units of Competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.

It is the candidate’s responsibility to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate’s own work)
- valid (directly related to the current version of the relevant endorsed

Competency Standards)

- reliable (shows that the candidate consistently meets the Competency Standards)
- current (reflects the candidate’s current capacity to perform the aspect of the work covered by the standards)
- sufficient (covers the full range of elements in the relevant Unit of Competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

CHEATING AND PLAGIARISM

Trans-Plant Training Pty Ltd will not condone cheating or plagiarism in any form by any learner, and will ensure that these standards are upheld. Trainers must be diligent in reducing potential opportunities for cheating and plagiarism to occur, by adhering to our Policy on Cheating and Plagiarism.

Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

It is cheating to:

- use notes or other resources without permission, during formal testing
- hand in someone else's work as your own (with or without that person's permission)
- hand in a completely duplicated assignment
- take work without the author's knowledge
- allow someone else to hand up your work as their own
- have several people write one computer program or exercise, and hand up multiple copies, all represented (implicitly or explicitly) as individual work
- use any part of someone else's work without the proper acknowledgement
- steal an examination or solution from a Trainer/Assessor.

It is not cheating to:

- discuss assignments with your Trainer/Assessor or other students, to understand what is being asked for
- hand in work done alone, or with the help of staff
- get help to correct minor errors in spelling, grammar, or syntax (sentence construction)
- discuss assignment requirements and course materials, so that you can better understand the subject (this is, in fact, encouraged)
- submit one assignment from a group of students where this is explicitly permitted or required

- use other people’s ideas where they are acknowledged in the appropriate way, such as referencing using footnotes, end notes, or the Harvard system of referencing.

Penalties

If you are suspected of cheating, your Trainer/Assessor will investigate to establish evidence to support the suspicion.

If there is evidence to support the suspicion, your Trainer/Assessor will notify the CEO, and set out the concerns to you in writing, requesting a time to discuss the matter. You will have the opportunity to counter the allegations made against you.

Once you have provided your information, Trans-Plant Training Pty Ltd may come to one of two decisions:

- It is a minor or unintentional offence and you will need to undergo an alternative form of Assessment, such as a short oral Assessment, which may involve talking about the work or questioning. The penalty in this case is that you will receive the lowest level of competency or pass for all the learning outcomes being assessed.
- It is a serious offence and you will fail the module. Repeated offences of cheating – minor or serious – will result in failure of the module plus a record on your student file, together with the reason.

You will be advised of all penalties writing.

What if I don’t agree with the decision?

If you are accused of and penalised for cheating, and believe that the accusation is unjust, you have the right to appeal against the charge. This appeal must be lodged in writing to the CEO within one week of the penalty being imposed.

The appeal may be lodged against:

- the process
- the decision
- the penalty.

The appeal will be investigated, and a decision will be advised to you within a week of your appeal. If you are having difficulties with your studies, you are encouraged to seek help from your Trainer/Assessor.

ACCESS TO RECORDS

All learner records, such as personal details and records of participation and progress (this includes data collected on the Course Enrolment Form, and Assessment results that are collected), are kept within a secure area (both electronic and hard files). An electronic record of each Learner’s enrolment and participation is kept on the Student Management System for a period of 30 years, this record is password protected and is only accessible by employees of Trans-Plant Training Pty Ltd.

All learners have the right to access their record of participation and progress, within a timely manner. In order for a learner to access their records, they are required to submit a request in writing to Trans-Plant

Training Pty Ltd. If the learner wishes to provide a third party with access to their records, they should state this in their formal request in writing.

Trans-Plant Training Pty Ltd will provide, within 48 hours of receiving the written request, a confirmation in writing that Trans-Plant Training Pty Ltd has received a request for Access to Records, and confirmation of how long it will take for the access to be granted.

In no more than 5 business days, Trans-Plant Training Pty Ltd will provide the learner with access to their records, as well as a transcript of the learner's participation and progress.

USE OF YOUR PERSONAL INFORMATION

Your personal details and student records may be made available to:

- any Commonwealth Government agency and/ or
- any State Government agencies and/ or
- peak bodies – Roads and Maritime Services, SafeWork, ASQA.

WELFARE & GUIDANCE SERVICES

We endeavour to provide welfare and guidance to all students/clients. In the first instance, you should speak with the Chief Executive Officer, who may put you in contact with another organisation such as the local Family and Community Services office to resolve any matter that you may be worried about. This includes:

- Learning pathways and possible RPL opportunities;
- Provision for special learning needs;
- Provision for special cultural and religious needs;
- Provision for special dietary needs; and
- Any other issue.

CERTIFICATION

In determining whether a learner is Competent/Not Yet Competent, the learner is assessed against the requirements of the Qualification, including the Units of Competency and the Performance Criteria, and Assessment requirements within the Units of Competency.

Learners are issued with a VET Statement of Attainment or VET Qualification once Competency has been achieved, as outlined within the Training product. The testamur for all AQF Qualifications issued, will identify the Qualification as an AQF Qualification with the words "The Qualification is recognised within the Australian Qualifications Framework".

Issuing AQF Qualifications

Application of the AQF Qualifications Issuance Policy within the VET Sector

RTOs must meet the requirements of the AQF for issuing AQF Qualifications and Statements of Attainment, in addition to the following requirements.

Issuing AQF Qualifications

RTOs must include the following information on the testamur, in addition to the requirements of the AQF Qualifications Issuance Policy:

- the name, National RTO code and logo of the issuing organisation
- the code and title of the awarded AQF qualification, and
- the NRT Logo in accordance with the current conditions of use contained in Schedule 4.

The following elements are to be included on the testamur as applicable: the State/Territory Training Authority logo (only where use of the logo is directed by State/Territory Training Authorities, e.g. within contracts)

- the industry descriptor, e.g. Engineering
- the occupational or functional stream, in brackets, e.g. (Fabrication)
- where relevant, the words, ‘achieved through Australian Apprenticeship arrangements’, and
- where relevant, the words, ‘these Units/Modules have been delivered and Assessed in <insert language>’ followed by a listing of the relevant Units/Modules.

RTOs must not include the learner’s Unique Student Identifier on the testamur consistent with the Student Identifiers Act 2014.

RTOs will:

- retain registers of AQF Qualifications they are authorised to issue, and of all AQF Qualifications issued
- retain records of AQF certification documentation issued for a period of 30 years, and
- provide reports of Records of Qualifications issued, to its VET Regulator on a regular basis as determined by the VET Regulator.

COURSE FEES, PAYMENTS, REFUNDS, AND CERTIFICATION

1. Please refer to the course flyer for information on course fees, including any required deposit; administration fees; materials fees and any other charges (if applicable).
2. In line with Trans-Plant Training Pty Ltd.’s Fee Protection Policy, Trans-Plant Training Pty Ltd will not collect more than \$1,500 prior to course commencement.
3. Certificates and Statements of Attainment are issued to learners who are Assessed as Competent in the Units successfully completed. The cost of the certificates is included in the course fees.
4. Refunds may be made in the following circumstances:

- a) Participants have overpaid the course fee
 - b) Participants enrolled in Training that has been terminated by Trans-Plant Training Pty Ltd
 - c) Participant advises Trans-Plan Training Pty Ltd, prior to course commencement that they are withdrawing from the course
 - d) If the participant withdraws from a course or program, prior to course commencement, due to illness or extreme hardship as determined by Trans-Plant Training Pty Ltd
 - e) In the event that Trans-Plant Training Pty Ltd fails to provide the agreed services
5. A deposit of no more than \$1,500 is required prior to course commencement, for a Full Qualification. This deposit is to confirm a place in the course. Please refer to the Course Flyer for the deposit amount required.
 6. No refunds will be issued once the learner has commenced the course
 7. Learners are responsible for the safe storage of their Certificates and Statements of Attainment. If a learner requires a reissue of their Certificate or Statement of Attainment, a certificate re-issue fee of \$50 will be charged.
 8. Trans-Plant Training Pty Ltd is responsible for issuance of AQF certification documentation within 30 calendar days of course completion.
 9. If a learner is deemed Not Yet Competent on completion of Training, they will be offered an opportunity to be reassessed. If a learner is deemed Not Yet Competent a second time, they will be given another opportunity for reassessment.
 10. If a learner is required to be reassessed, they will be provided with further guidance from their Trainer prior to reassessment.
 11. There will be no reassessment fee, unless stipulated on the course flyers. If a reassessment fee is applicable, this fee will be included on the course flyer.
 12. If a learner is deemed Not Yet Competent by the third attempt, they will be required to withdraw from the course
 13. If a learner is deemed Competent in some but not all the Units of Competency required, a Statement of Attainment will be issued, and the learner will be given a six-month period to undertake reassessment, if required.

Students are advised of all costs, prior to enrolment. Receipts will always be given for fees paid. Fees should be paid at the front office of the Trans-Plant Training Pty Ltd, NOT to the trainer. There is no GST charged on vocational education courses.

FINANCIAL MANAGEMENT POLICY & PROCEDURE

1. Course Fees:

The total amount of all fees; including course fees, administration fees, material fees, and any other charges for all courses, are available on request from the administration staff, and provided to applicants via request or written quotation.

2. Payment Terms:

Corporate clients, following a successful credit reference check, will be forwarded an authority to invoice on the term of a 7-day account.

Facilities include Credit Card, EFTPOS, Cheque, or Cash.

Cancellations and Withdrawals

Trans-Plant Training Pty Ltd Pty Ltd is required to provide licensing regulatory bodies with notice of cancellation. In the event of cancellation or withdrawal, and we are not advised by the participant, the deposit will be retained by Trans-Plant Training Pty Ltd for administration fees.

Dependent upon circumstances, learners may be offered an alternate date for Training. There is no charge for a learner to transfer to an alternate date, provided the required notice was provided.

3. Training Guarantee:

In the event Trans-Plant Training Pty Ltd is unable, for any reason to deliver Training, any deposits or payments will be refunded, or an alternate booking date organised.

Student Fee Guarantee:

Trans-Plant Training Pty Ltd.'s management ensure that mechanisms are in place to protect the learner's investment, and provide either access to funds, or a comparable course acceptable to the learner at no additional cost, in the event that Trans-Plant Training Pty Ltd ceases to operate, or is unable to provide the services outlined in the contract with the learner.

Trans-Plant Training Pty Ltd may accept payment of no more than \$1,000.00 from each individual learner, prior to the commencement of the course. Following course commencement, Trans-Plant Training Pty Ltd may require payment of additional fees in advance from the learner, but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the learner, does not exceed \$1,500.00.

Further information on course fees are available from administration, and the course information sheet provided to prospective participants.

4. **Fees and Charges for Additional Services**

For example: where a replacement Certificate or Statement of Attainment reprint is requested, a Service Fee will be charged. For the current charge, please contact administration staff.

High Risk Licensing Reassessment: applicants deemed not yet competent, will be provided the opportunity to undergo further training at no extra cost, however, Victorian applicants must be reassessed within 60 days of the initial assessment. NSW applicants must be reassessed within 90 days, but they cannot be reassessed for a minimum of 48 hours. Fees do apply for each section that requires reassessment. The applicant will be advised at the time, of the additional fees, as the rate is variable dependent upon the number of NYC outcomes.

If an applicant did not lodge their application with Australia Post within the advised time period, the learner will require to be reassessed, which will incur a reassessment fee. Administration staff can advise learners of the current fee.

Heavy Vehicle Licensing Reassessment: If an applicant is deemed NYC during a Heavy Vehicle Assessment, they will be required to undergo an additional Assessment, which will incur an Assessment fee, and the cost of rehiring of the vehicle for a minimum of 1 hour. The learner will be advised prior to commencement of Training, and if required at the point deemed NYC.

The applicant is advised of licensing fees for Heavy Vehicle/ Car and High Risk, and is responsible for payment of these fees when they lodge their application with Australia Post, Roads and Maritime Services, or VicRoads. Participants will be advised of these requirements.

5. **Refunds:**

When an applicant accepts a position on a course and signs the booking form, it signifies a contract between the applicant and Trans-Plant Training Pty Ltd.

Dependent upon circumstances, learners may be offered an alternate date for Training. There is no charge for a learner to transfer to an alternate date.

In the event Trans-Plant Training Pty Ltd is not notified of the cancellation, and the applicant does not attend Training, the full course fee will be applicable. The booking form specifies that the applicant/client is liable for full course fees, upon non-attendance.

In the event Trans-Plant Training Pty Ltd cancels the Training course, then a full refund will be returned to the payer.

In the event of an applicant's misconduct in any circumstances, and that fail to comply with the Policies and or Conditions of their enrolment, may be asked to leave the course. Refunds will NOT be provided in these circumstances.

REFUNDS POLICY AND PROCEDURE

Policy

Trans-Plant Training Pty Ltd is committed to providing Training and Assessment services that are value-for-money, and are priced competitively against other Registered Training Organisations. Although our intention is to mitigate the occurrence of refund applications, we do understand that there may be occasions where a learner is not satisfied with a service or product they have paid for. The Refunds Policy and Procedure has been created to address these concerns.

Procedure

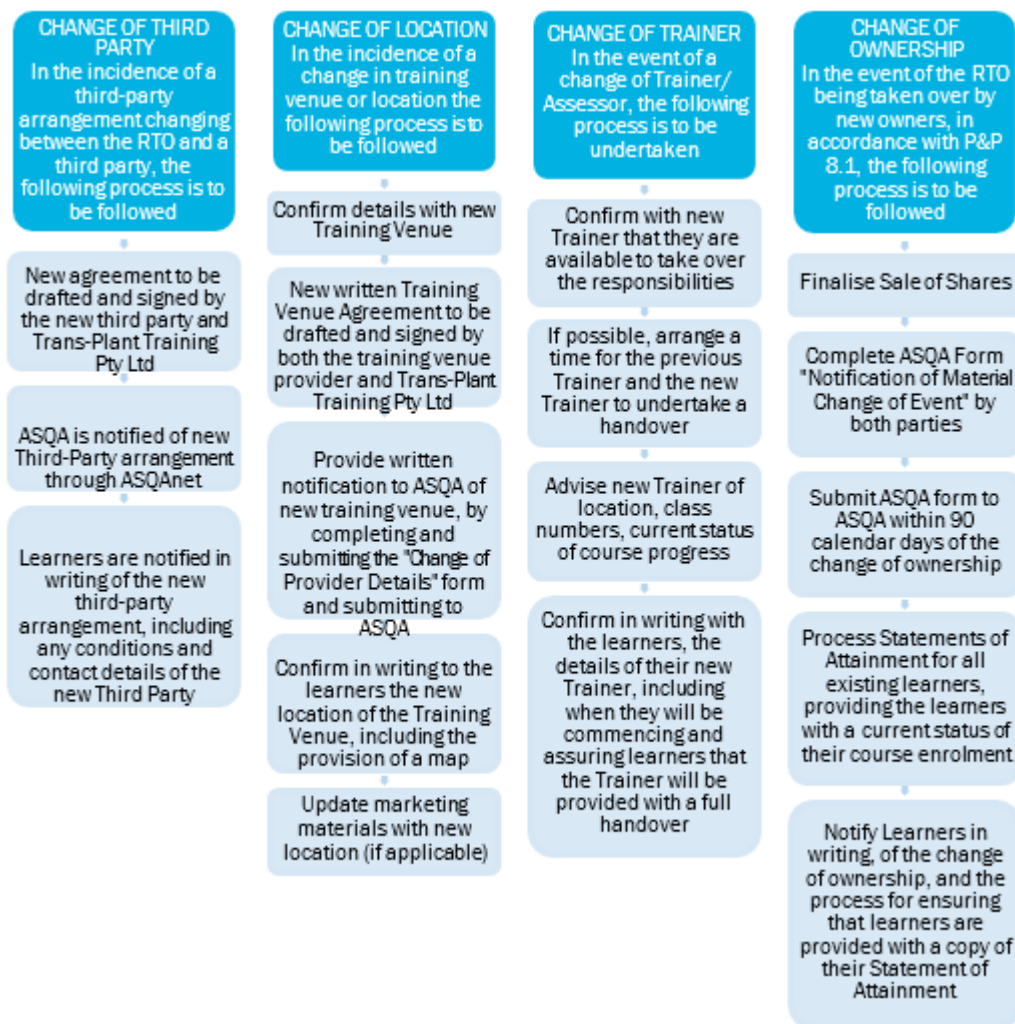
- Course fees are either Non-Refundable, Fully Refundable, or Partially Refundable.
 - Non-Refundable
 - If a learner fails to comply with Trans-Plant Training Pty Ltd.'s Policies or conditions of enrolment.
 - If a learner provides false or misleading information
 - If more than 14 days has passed since the commencement of course.
 - Fully Refundable
 - If the learner withdraws from the course, prior to commencement
 - If Trans-Plant Training Pty Ltd withdraws a course that the learner is enrolled in, and is unable to provide a suitable alternate course.
 - Partially Refundable
 - If learner has overpaid course fees
 - If a learner withdraws from their course within 14 days of commencement of the course – does not include single Unit courses, or Skill Sets.
- The application for refund is made in writing to the Chief Executive Officer, using the F0049 Refund Application form, which is available upon request from the Chief Executive Officer.
- The Chief Executive Officer is the person responsible for approval of fee refund applications.

- Accepted learners who withdraw after course commencement, owing to unforeseen or exceptional circumstance can apply for fee refund. If granted, fees will be refunded on a pro-rata basis (based on the number of days remaining in the course) less 20% of the total course cost.
- Learners may transfer on one occasion to a course commencing within 3 months of their original course, without penalty.
- Refunds following cancellation of a transferred course will attract a penalty of 20% of the total course cost, in addition to the refund guidelines outlined above.
- Refund Applications are considered on a case-by-case basis.
- Trans-Plant Training Pty Ltd defaults that when a course does not commence on the designated day or is cancelled, no learner will be disadvantaged.
- Successful Refund Applications will be paid 14 days after approval when Trans-Plant Training Pty Ltd defaults; and within 28 days when the learner defaults.
- If the Refund Application is approved, the Refund will be paid to the learner in the same payment format that the fees were paid to Trans-Plant Training Pty Ltd.
- Trans-Plant Training Pty Ltd.'s dispute resolution processes do not circumscribe the learner's right to pursue other legal remedies.
- This agreement does not remove the right of either party to take further action under Australia's consumer protection laws for unpaid and overdue fees. Learners may contact Fair Trading for advice.
- The refund policy is subject to review annually.

CHANGES TO AGREED SERVICES

Where there are any changes to the agreed services that will affect the learner - including in the event of Trans-Plant Training Pty Ltd closing down, Trans-Plant Training Pty Ltd will advise the learner in writing within 10 business days of the event. This includes changes to any new third-party arrangements, or a change of ownership, or any changes to existing third-party arrangements.

Changes to Agreed Services Process



STUDENT INDUCTION:

All students will have an induction at the commencement of their course at Trans-Plant Training Pty Ltd. At this time, information will be given, to allow your stay to be as meaningful and successful as possible. Most of your questions will be answered at this time; however always feel free to ask about anything you are unsure about. All students are required to complete an enrolment form, including the declaration. This will happen as part of your induction.

This declaration is a statement that:

- You have understood and accept student requirements, rights, and responsibilities whilst at Trans-Plant Training Pty Ltd.
- You understand and accept all the details provided in this handbook, and you have been offered the opportunity to request learning support.

UNIQUE STUDENT IDENTIFIER

The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows learners to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs.

Unless exempt, Trans-Plant training Pty Ltd must only issue a qualification or statement of attainment to a learner after:

- The learner has provided Trans-Plant Training Pty Ltd with a verified USI, or
- Trans-Plant Training Pty Ltd has applied for a USI on the learners' behalf.

A USI gives you access to your online USI account, which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5.

A USI account will contain all your Nationally Recognised Training records and results from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016. When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet, or smart phone anywhere and anytime.

Do you need a USI?

You will need a USI when you enrol or re-enrol in training from 1 January 2015 if you are a:

- student enrolling in Nationally Recognised Training for the first time, for example if you are studying at TAFE or with a private Registered Training Organisation, completing an Apprenticeship or Skill Set, Certificate, or Diploma course; or
- school student completing Nationally Recognised Training; or
- student continuing with Nationally Recognised Training.

You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

Once you create your USI, you will need to give your USI to each Training Organisation you study with, so your Training outcomes can be linked and you will be able to:

- view and update your details in your USI account;
- give your Training Organisation permission to view and/or update your USI account;

- give your Training Organisation “view access” to your transcript;
- control access to your transcript; and
- view online and download your training records and results in the form of a transcript which will help you with job applications and enrolment in further training.

If you are an international, overseas or an offshore student please visit www.usi.gov.au for more information.

While students may create their own USI, Trans-Plant Training Pty Ltd is also able to create USIs for our learners. As a part of the enrolment process, we have included on the Course Enrolment Form a section for the learner to provide their USI. If you do not have a USI in place, we can provide you with a USI Privacy Notice so that we can apply for a USI on the learners’ behalf.

For more information, please refer to the following <http://usi.gov.au/Training-Organisations/Documents/FactSheet-RTO-Student-Information-for-the-USI.pdf>. A copy of the USI Fact Sheet is also accessible from Trans-Plant Training Pty Ltd, and on our website.

Security of the Learner USI

Trans-Plant Training Pty Ltd will ensure the security of USIs, and all related documentation for verifying the learner’s identity. All personal information collected solely for the purpose of applying for a USI on behalf of a learner, will be destroyed in manner that will keep all personal information confidential. This includes digital and hard-copy of records.

The following process is in place for ensuring the security of a learner’s USI:

- Only authorised personnel will have access to a learner’s personal information, for both hard copy and electronic records.
- All learner records, including evidence collected for verifying the learner’s record, are stored in locked filing cabinets, within the head office.
- Strong passwords on all network-connect computers are in place, which is only accessible by authorised personnel.
- PowerPro RTO TMS is to be backed up weekly from the software, which will then save in our automated weekly computer systems backups

USI Privacy Notice

All learners who do not currently have a Unique Student Identifier (USI) in place, and want Trans-Plant Training Pty Ltd to apply for a USI on their behalf, will be issued with a USI Privacy Notice. The learner will be required to sign this form, prior to Trans-Plant Training Pty Ltd setting up the learner's USI.

Issuance of Recognised Qualifications or Statements of Attainment

Once a USI has been collected and stored into Trans-Plant Training Pty Ltd.'s database, and on successful completion of Training, Trans-Plant Training Pty Ltd will provide Nationally Recognised Qualifications or Statements of Attainment to learners in a variety of different formats.

Below are some examples that are considered a Statement of Attainment, and they cannot be issued until the learner has supplied Trans-Plant Training Pty Ltd with a USI that has been verified. They can include:

- A certificate
- A building industry white card
- A Verification of Competency Card

When a learner logs into their USI account, it will link to the National Data Collection, using the USI. The learner's USI account will then be able to see their records and results completed.

USI Exemption - Learner

A learner may be exempt from applying for a USI or recoding results within the USI database, if they work within an industry that could affect the security of the nation. For example, if they work in the Military, State, or Federal Police Departments.

In addition, individuals who have a genuine personal objection to being assigned a student identifier, will be able to apply for an exemption to the Student Identifiers Registrar.

If the learner is exempt from USI, learner details will not be recorded on the USI database, or on AVETMISS. This means that your Assessment results will not appear on their authenticated VET Transcript, or be available via the USI system. Learners are required to sign a declaration to acknowledge this during the enrolment process.

Unique Student Identifier (USI) Policy

Purpose

To outline Trans-Plant Training Pty Ltd.'s Policy for the requirement for, and the use of Unique Student Identifiers under the Student Identifier Scheme, in accordance with the Student Identifiers Act 2014 and the Standards for Registered Training Organisations (RTOs) 2015.

Policy

Unless an exemption applies, a Qualification, or Statement of Attainment cannot be issued to a learner who does not have a verified Unique Student Identifier (USI). In the event that a learner has an exemption from applying for a USI, the learner must be informed that their competencies will not be displayed on any transcripts prepared by the USI Registry.

The purpose of the USI Scheme is to provide an online record of learners' VET competencies, to be accessed and provide confirmation of competency for learners, employers, and other Registered Training Organisations.

Trans-Plant Training Pty Ltd employees are to make learners aware of the requirement to apply for, and provide to us, their USI number when engaging in training and assessment services at Trans-Plant Training Pty Ltd. In the event that Trans-Plant Training Pty Ltd is unable to verify a learner's USI, Trans-Plant Training Pty Ltd will contact the learner to resolve the discrepancy.

Where a learner is unable to apply for their own USI, an authorised Trans-Plant Training Pty Ltd employee may apply for a USI number on the learner's behalf. Written consent and sufficient identification must be obtained from the learner, before Trans-Plant Training Pty Ltd can apply for a USI on behalf of a learner.

Legislatively, Trans-Plant Training Pty Ltd are not permitted to use learners' USI number as an identifier for their learners. Information about USIs will be treated with the utmost confidentiality. Once verified on our password protected data management system, any other documentation in reference to a learner's USI will be securely destroyed.

WHAT YOU CAN AND CANNOT DO

To ensure you gain the maximum benefit from your time with us, we reserve the right to remove any person(s) who display dysfunctional or disruptive behaviour. Such behaviour will not be tolerated and, if a second episode occurs, then you may be asked to leave the course. To be respectful of other Learners, and avoid dismissal from class, you must be of good behaviour and recognise the rights of others.

Working with others within the training venue is not a function of the Law, but rather as existing in a free and amiable study environment. This requires maturity and at times, understanding. If you have any concerns about how you should act, speak with the Chief Executive Officer.

UNACCEPTABLE BEHAVIOUR MAY INCLUDE:

- Continuous interruptions to the trainer, whilst delivering the course content.
- Smoking in non-smoking areas.
- Being disrespectful to other participants.
- Harassment, by using offensive language.
- Sexual harassment.
- Acting in an unsafe manner, that places you or others at risk.
- Refusing to participate, when required in group activities.
- Continued absence at required times.
- Being under the influence of alcohol or illegal drugs.
- Lack of personal hygiene.
- Other objectionable behaviour.

YOU HAVE THE FOLLOWING RIGHTS

- To be treated with respect by others, to be treated fairly, and without discrimination.
- To be free from all forms of intimidation.
- To study in a safe, clean, orderly, and cooperative environment.
- To have your personal property protected from damage or misuse.
- To have any disputes settled in a fair and rational manner.
- To work and learn in a supportive environment, without interference.
- To express and share ideas, and to ask questions.

FOR NON-COMPLIANCE WITH OUR RULES, THE FOLLOWING APPLIES:

- The Chief Executive Officer will contact you to discuss the issue or behaviour, and to determine how the issue might be rectified. This will be documented, signed by all parties, and included on your personal file.
- If your behaviour continues or the issue is unresolved, you will be invited for a personal interview with the Chief Executive Officer to discuss this issue further, and to make you aware of our complaints procedure that is available to you. This meeting and its outcomes will be documented, signed by all parties, and included on your personal file.
- Should the issue or behaviour continue, you will be provided with a final warning in writing, and a time frame in which to rectify the issue. A copy of this letter will be included on your personal file.
- Should the issue or behaviour continue, training services will be withdrawn, and you will be notified in writing that your enrolment has been terminated. A copy of this letter will be included on your personal file.

While we hope that these situations do not happen, we are committed to addressing complaints and concerns through processes that are transparent, fair, and free from discrimination, to ensure that all parties are satisfied with the final resolution.

PRIVACY & CONFIDENTIALITY

TRANS-PLANT TRAINING PTY LTD IS COMMITTED TO PROTECTING THE PRIVACY OF YOUR PERSONAL INFORMATION.

You have the right to see and review your personal and training file at any time. To request to view your file, you must submit your written request to the Chief Executive Officer, two business days prior.

WE HAVE A PRIVACY POLICY THAT SETS OUT THE WAY WE HANDLE PERSONAL INFORMATION, INCLUDING THE USE AND DISCLOSURE OF PERSONAL INFORMATION, AND RIGHTS TO ACCESS YOUR PERSONAL INFORMATION. WE ONLY COLLECT INFORMATION THAT IS DIRECTLY RELEVANT TO EFFECTIVE SERVICE DELIVERY.

TRANS-PLANT TRAINING PTY LTD WILL EXERCISE STRICT CONTROL OVER CONFIDENTIAL INFORMATION. IF A THIRD PARTY REQUIRES CLIENT INFORMATION, WE WILL OBTAIN YOUR WRITTEN CONSENT, PRIOR TO THE RELEASE OF ANY INFORMATION.

On your enrolment form, the declaration asks you to acknowledge that we are required to provide information to Government Departments about your enrolment, attendance, and performance.

CLASS TIMES:

Class Times will be notified at enrolment, and may be changed at any time due to operational requirements.

ATTENDANCE:

Attendance at the agreed class times, is compulsory.

Students must sign in on the class attendance sheet, at the beginning of each course. Students must be on time for class.

Lateness is very disruptive to the class, and unprofessional.

If a student needs leaves class, the reason/cause for doing so will be recorded.

IT IS ILLEGAL TO:

- Sign for another student;
- Have another student sign for you;
- Sign but not to note the time of attendance;
- Sign for only the entry or exit of the class.

CESSATION OF BUSINESS

In any of the following events:

- Trans-Plant Training Pty Ltd voluntarily withdraws its registration
- Trans-Plant Training Pty Ltd registration has lapsed
- Trans-Plant Training Pty Ltd registration is not renewed
- Trans-Plant Training Pty Ltd registration is cancelled by ASQA

Trans-Plant Training Pty Ltd must forward to ASQA, an electronic copy of the records of each student who was enrolled in a course during the period of registration, within 30 days of their registration

expiring or ceasing to operate. Further details, see: ASQA website – RTO obligations/providing student records <https://www.asqa.gov.au/vet-registration/withdraw-your-registration>

ABSENTEEISM:

Students who cannot attend a class, are requested to contact the Trainer on the day of the class. If the Trainer is not available to take the call, the student must leave a message with Trans-Plant Training Pty Ltd staff, indicating their name and a contact telephone number for a return call. It is possible that frequent absences could jeopardize a student's performance. Unfortunately, absences may mean that a candidate does not meet the performance criterion, leading to the non-completion of a course.

It is the student's responsibility to catch up any work missed, due to absenteeism.

DRESS CODE:

Students of Trans-Plant Training Pty Ltd could work in close contact with each other, machinery/plant, and members of the public.

Students are not permitted to wear shoes that are not enclosed, sleeveless tops or singlets, or short shorts. Students require a professional standard of dress at all times. Correct PPE must be worn. Students may be instructed to remove jewellery, if it is deemed unsuitable by the trainer, to attend classes.

TRAINING EVALUATION FORM - STUDENT

The purpose of the Training Evaluation Form is to collect feedback from students on the delivery of Training and Assessment, including training facilities, the Trainers' skills and knowledge, feedback on the resources utilised for delivery of Training, and overall satisfaction ranking with the course.

At the mid-way point and completion of each Training program a Training Evaluation Form is to be handed out to the participants for completion. The Training Evaluation Forms are to be collected and forwarded to Trans-Plant Training Pty Ltd.'s Compliance Officers, who will prepare a summary of the evaluations for review at the monthly Quality and Compliance Meetings.

In addition to training evaluation, Trans-Plant Training Pty Ltd will conduct random surveys and interviews with industry leaders, clients, students, and other community bodies to identify future needs in training.

The Compliance Officers will report both positive and negative feedback to the relevant people for discussion. Feedback regarding delivered programs is to be discussed with the Trainer that delivered the

Training with positive feedback being acknowledged. These discussions are to assist in the revision and adjustment of Training material and delivery methods, and enable to Trainers' Professional Development.

Any complaints or issues that are identified from feedback are to be recorded in an Opportunity for Improvement Form for action. Once action has been taken, the Opportunity for Improvement Form is to be filed into the Opportunity for Improvement Register. Forms filed into the folder are reviewed at the monthly Quality and Compliance Meetings.

EMERGENCY PROCEDURES

An emergency situation may be described as an incident that has the potential to cause loss of life or serious injury to personnel, or major damage to equipment or property. An emergency situation develops suddenly and unexpectedly and requires immediate action to bring under control.

In the event of an emergency, if practical, save human life or prevent the emergency from escalating e.g. remove people from the area, fight the fire with appropriate firefighting equipment or turn off services.

Fire Emergency

If the emergency situation involves a fire the following points should be remembered, if attempting to fight the fire:

1. When using a fire extinguisher, do not aim the nozzle at the centre of the fire. Work from near edge and with a sweeping motion drive the fire to the far edge.
2. Do not stand down wind or downhill of a fire.
3. If there is any chance of chemicals or explosives in the fire, evacuate the area.
4. If there is any doubt about it being an electrical fire, treat it as an electrical fire.
5. If unable to immediately control the situation it must be reported by available means such as, telephone, etc.
6. You must notify your name, type of emergency, location of the emergency and assistance required.
7. Never take any unnecessary risks in attempting to control the situation. Evacuate first.

You need to make yourself aware of Emergency Procedures, the location of fire extinguishers or hose reels and the location of the Evacuation Meeting Point.

Evacuation Procedure

In the event of an emergency situation, e.g. a fire, bomb threat, gas leak etc... each employee/contractor is required to follow the Evacuation Procedures below.

1. Upon notification to evacuate, e.g. alarm or a warning from the Fire Warden, each employee/contractor is to await further instructions from the Fire Warden.
2. Once the Fire Warden has given instructions to evacuate each staff member should:
 - a) follow the Fire Warden to the Evacuation Meeting Point
 - b) leave the building in an orderly manner, and
 - c) meet at the Evacuation Meeting Point indicated on the signs located around the building.
3. Upon arriving at the Evacuation Meeting Point please await further instructions from the Fire Warden or the Emergency Services.
4. Please do not leave the Evacuation Meeting Point until you are instructed to do so, as a roll call will be initiated to ensure that there are no employees/contractors or learners left behind in the building.

ANTI-DISCRIMINATION ACT 1977

The Anti-Discrimination Act 1977 aims to promote equality of opportunity for everyone, by protecting them from unfair discrimination in certain areas of activity, including Education and Training. The services developed and offered by Trans-Plant Training Pty Ltd, including their administrative practices and assessment processes, take into account the principles established by this Legislation. For more information go to: <http://www.legislation.nsw.gov.au/viewtop/inforce/act+48+1977+cd+0+N/>

Trans-Plant Training Pty Ltd is committed to ensuring that all of its representatives, clients and participants are treated fairly and equally in their employment and Training.

1. All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics, or impairment.
2. Trainer/Assessors are accountable for the implementation of this policy.
3. Trans-Plant Training Pty Ltd and its representatives have a responsibility to provide an environment, which is free from any form of discrimination, harassment, insult, ridicule, and victimisation or bullying either directly or indirectly.

SEXUAL HARASSMENT ACT 1984

All representatives of Trans-Plant Training Pty Ltd are required to note and agree to comply fully with the regulations and Legislation preventing Sexual Harassment, and ensure that all Training participants are made aware of and comply with such regulations and Legislation requirements.

Sexual Harassment includes but is not limited to:

1. Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual overtones (for example: jokes, slurs, assault, touch, or posters)
2. Continuing to express sexual interest after being informed that the interest is unwelcome

3. Masking reprisals, threats of reprisal or implied threats of reprisals following a negative response.
(for example, suggesting a poor performance report will be given)
4. Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence, or affect the career, salary, or environment of another
5. Offering favours or benefits such as promotions, favourable reviews, favourable assigned tasks, etc in return for sexual favours

Trans-Plant Training Pty Ltd strives for an environment free of sexual harassment. These Policies against harassment apply to both the Training and work environments for participants, clients, staff, and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal, or cancellation of contract.

HARASSMENT ACT 1997

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance, or creating an intimidating, hostile, or an offensive learning environment, will not be tolerated. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexual preference, or age.

Harassment is unlawful under Commonwealth and State Legislation, and all harassment, bullying, and victimisation are contrary to the Duty of Care to provide a safe environment for work and learning.

Harassment, victimisation, and bullying can take many forms. It can be overt or subtle, direct, or indirect.

Examples of Harassment may include:

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a client's work or work capacity
- Jokes and comments about someone's ethnicity, colour, race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene, or objectionable.

Examples of victimisation may include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone
- Ignoring a person

- Mocking customs or cultures
- Lower assessment of client work
- Examples of bullying may include:
 - A person who uses strength or power to coerce others by fear
 - Behaviour that intimidates, degrades, or humiliates a person
 - Aggression, verbal abuse, and behaviour which is intended to punish
 - Personality clashes, and constant ‘put-downs’
 - Persistent, unreasonable criticism of client work performance
 - Client violence, both physical and threatened, against teachers

Staff and learners should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your Trainer, or the Chief Executive Officer. All complaints will be promptly investigated.

ANTI-BULLYING

Violence, harassment, and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment, and bullying can violate these rights. They can also impact on other rights, such as the right to Education, and the right to health. Violence, harassment, and bullying affect well-being, and quality of life.

Victims can experience significant social isolation, and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment, and bullying can lead to suicide in extreme cases.

These are not issues that concern only children and young people. Violence, harassment, and bullying can occur in a number of different environments, including in workplaces, care facilities, and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place in cyberspace: over the internet and on mobile phones. New technologies enable the spread of information, ideas, and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment, and bullying in cyberspace.

We all have a responsibility to create a safe environment, by standing up against violence, harassment, and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by clients to be in violation of the Trans-Plant Training Pty Ltd harassment, victimisation, and bullying Policy, report the situation to management.

Refer to your state regulatory body for more information.

SAFETY

The Work Health and Safety Act is strongly enforced in Australia. It means that you cannot be placed at risk, through any activity or task that you may be asked to do by Trans-Plant Training Pty Ltd. Your trainers and assessors have been specially trained in the Trans-Plant Training Pty Ltd.'s safety standards.

Should you be asked to do anything that you feel is unsafe:

- Stop.
- Advise the trainer of your worries, and do not proceed.
- Stop anyone else with you, from doing anything unsafe.

It is the Chief Executive Officer's responsibility to keep you in a safe learning and working environment, and he must not allow any work to be done, that is unsafe.

We are an alcohol and drugs of abuse free centre: arriving intoxicated or affected by drugs of abuse may result in suspension or termination from the course. If you are caught selling or otherwise acting dishonestly, then you may be reported to the Police for appropriate action.

If you act unsafely, then you may be required to undergo additional training, to demonstrate that you understand the safety requirements, and can comply with them

COURSE LEGISLATION

- www.worksafe.vic.gov.au
- www.safework.nsw.gov.au
- relevant state/territory roads and traffic authority, driving regulations, and licence/permit requirements, including mass and loading regulations, and state/territory oversize/mass pilot/escort permit requirements
- fatigue management regulations, and codes of practice
- relevant state/territory road rules
- relevant Australian regulations, relating to the handling of dangerous goods and hazardous substances
- Australian, international and state/territory regulations and codes of practice, for the handling, storage, and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA Dangerous Goods by Air regulations
 - Australian and International Explosives Codes

- relevant state/territory authority regulations
- quarantine regulations administered by the Australian Government Department of Agriculture
- customs regulations (export/import/bond requirements)
- state/territory rail industry safe working codes and regulations
- Code of Practice for the Defined Interstate Rail Network
- Australian Wiring Rules and licensing requirements administered by electricity authorities
- relevant state/territory WHS legislation
- relevant state/territory environmental protection legislation
- relevant state/territory water use regulations.

LEARNING, LITERACY & NUMERACY (LLN) & INDIVIDUAL NEEDS

LLN support is available to provide learners with advice and support services in the provision of Language, Literacy, and Numeracy assessment services. Learners needing assistance with their learning should be identified upon enrolment. Trainers and staff within Trans-Plant Training Pty Ltd can provide learners with support to assist the learner throughout the learning process.

Language, Literacy, and Numeracy skills are generally included and identified in Training Products and accredited course programs. In identifying Language, Literacy and Numeracy requirements, learners are required to have basic skills in:

- Count, check, and record accurately
- Read and interpret
- Estimate, calculate, and measure

All students undertaking training are required to undertake a Learning Literacy Numeracy (LLN) Skills Check, unless the learner currently holds a Certificate III Qualification or above, or can demonstrate equivalent industry experience.

Policy

Trans-Plant Training Pty Ltd offers courses in heavy vehicle licensing, high risk licensing, and civil construction incorporating load shifting equipment. Due to the high-risk nature of this training, we believe it is essential that participants have at minimum, a basic level of language comprehension and the ability of conducting calculations and written skills appropriate to the purpose intended.

As each course, the skill levels required will vary.

To establish and meet the needs of individual applicants, Trans-Plant Training Pty Ltd requires all course participants to engage in a Language Literacy and Numeracy skills check (LLN). This will ascertain the applicant's capabilities, and advise the trainer what areas may require assistance. Participants are encouraged to approach their trainer, and discuss any concerns that they may have.

In addition, course information sheets advise students of any requirements that are applicable to the course. (For example; calculations are conducted throughout assessment)

Trainers are advised to ensure they conduct themselves in a discreet manner throughout the process.

Procedure - LLN

Participants are to be provided with form F0010 Enrolment Agreement & LLN skills check, prior to the commencement of training. The staff member is to allow an appropriate time frame to complete the form. They are to advise participants that it is not a test, and it will assist the trainer in determining if the

participant requires any assistance. Let them know, if they don't know the answer, skip to the next question. Participants are not required to complete the skills check within the time frame allocated, simply announce that time is up and collect each form, ensuring they have included their name.

Whilst participants complete their enrolment documentation, ascertain if any individuals will require assistance.

Note it is a requirement of the High-Risk Licensing Regulatory Bodies that participants must understand and speak the English language at a level that enables the safe performance of High Risk Work, and the applicant must have the ability to conduct Calculations for most High-Risk Licence classes.

If the trainer believes the AQF level is beyond the student's capabilities, the student will be advised of the options available.

The levels are as follows:

Advanced needs:

Student will require LLN training by an outside training provider – will most probably not be able to complete course with level of skill held.

Medium needs:

Student may require LLN training by an outside training provider, but will need varying levels of classroom support and assistance, and may require one on one training delivery and/or modified delivery and/or assessment. Student may require an in-class support person.

Basic needs:

Student may need minor assistance in the class room, or completing a task. Student may need modified delivery and/or assessment. Student may require an in-class support person

Once the trainer has ascertained the applicants level of assistance required, a recommendation can be made to the student. These may include, but are not limited to; possible

- LLN training,
- LLN programs that may assist,
- An in-classroom support person,
- Change in print or delivery of course materials etc.
- One on one training

Support and program information is available from Adult Education Centres that offer LL&N support.

- The Reading Writing Hotline – 1300 655 506
- Department of Human Services (Centrelink) - 132 850
- Training providers can assist in locating the appropriate body, where possible.

Procedure – Reasonable Adjustment

Reasonable Adjustment is available for a person with a disability, that meets essential entry requirements. Trans-Plant Training Pty Ltd will make changes of reasonable adjustments necessary, for that person to undertake training. The applicant will be required to provide Trans-Plant Training Pty Ltd with advice as to their needs, to be able to study.

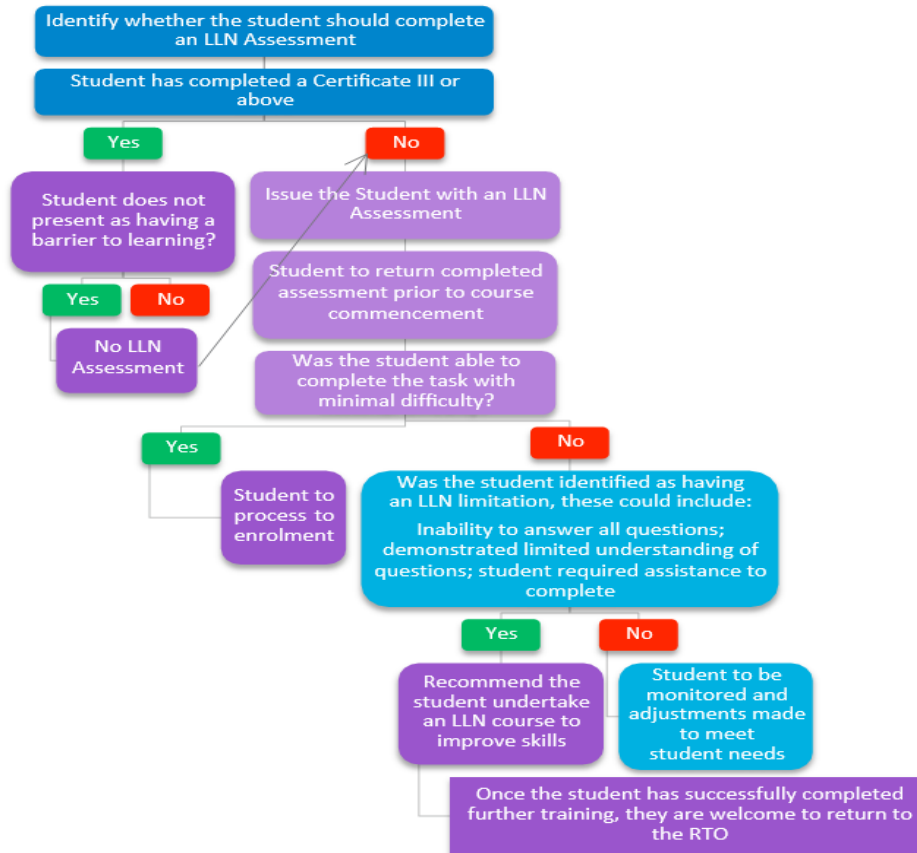
Adjustments may include;

- Modifying educational premises.
- Modifying or providing equipment.
- Changing assessment procedures.
- Changing course delivery.

Student Support:

We encourage any client to contact administration, to discuss any individual needs or support that may arise, so we can discuss any assistance that may be required.

LLN Skills Check Process



FLEXIBLE LEARNING STRATEGIES & ASSESSMENT PROCEDURES

We customise our training/ assessments to meet your specific needs. If you are having difficulty achieving competency in any module, please discuss the matter with your assessor/ trainer, and where possible alternative learning/assessment strategies will be provided to you. This may, for example, be on- or off-the-job assignments or projects.

ACCESS, EQUITY, AND REASONABLE ADJUSTMENT:

Reasonable Adjustment is available for a person with a disability, that meets essential entry requirements. Trans-Plant Training Pty Ltd will make changes of *reasonable adjustments* necessary, for that person to undertake training. The applicant will be required to provide Trans-Plant Training Pty Ltd with advice as to their needs, to be able to study.

Adjustments may include;

- Modifying educational premises.
- Modifying or providing equipment.
- Changing assessment procedures.
- Changing course delivery.

TRAINER AND ASSESSOR QUALIFICATIONS:

Trans-Plant Training Pty Ltd trainers and assessors possess both academic and industry qualifications in the subject areas they are involved with. Students can have full confidence in the skills, knowledge, and professional reputation of our team.

Trainers and Assessors are required to participate in an ongoing skills development program, to maintain and update their technical knowledge.

This ensures that students receive the best possible instruction and assessment.

Trans-Plant Training Pty Ltd only employs staff with:

- TAE40110 – Certificate IV in Training and Assessment;
- Industry qualifications equivalent to, or higher than the vocational qualification being delivered;
- At least five (5) years post-qualification industry experience;
- Regular Professional Development activities, including the maintenance of current industry experience;
- Meet the ‘Fit and Proper Persons’ requirements;
- Meet the accreditation and licencing requirements of the Regulatory and Legislative bodies.

STUDENT RECRUITMENT:

Access to the courses is open to all applicants, subject to payment of fees, and the extent to which the course outcomes and pre-requisites match the needs of the student.

Students are provided with a course outline for the course they are completing. The course outline sets out the requirements to complete each qualification.

Training delivered by Trans-Plant Training Pty Ltd meets National Standards and requirements for registration as a Training Organisation.

Each course delivered by Trans-Plant Training Pty Ltd has specific resource requirements for delivery.

Trans-Plant Training Pty Ltd has in place a system for ensuring that suitable resources are available before training commences.

Accredited training is delivered against competency standards and course outlines, set by the industry.

Students are advised of the units of competence they are studying.

Courses and programs delivered by Trans-Plant Training Pty Ltd are continually updated through industry consultation. This ensures that students have access to the most current information and learning strategies.

Training is delivered through group workshops, lectures, on a one to one basis, and using self-paced materials and technology.

This range of learning strategies provides students with opportunities to select learning methods, that best suit their needs.

COURSE TRANSITIONAL ARRANGEMENTS POLICY

Trans-Plant Training Pty Ltd acknowledges our obligation to remain informed of changes to Training Packages, and to establish transition arrangements for existing participants, and those participants who may be enrolled during a transition period. The aim of this policy and procedure is to ensure Trans-Plant Training Pty Ltd is delivering the most current qualification outcome to participants, and to actively manage the Trans-Plant Training Pty Ltd scope of registration. This policy is applicable to Training Package amendments, version changes, and newly endorsed training packages.

TRANSITION ARRANGEMENTS

Trans-Plant Training Pty Ltd is to apply the following policy:

- The Compliance Manager is on the distribution list to receive Notification email alerts from www.training.gov.au with regard to changes to Training Packages.
- A continuous improvement form will be completed by the Compliance Manager to initiate this transition process
- Trans-Plant Training Pty Ltd will transition in response to training package changes within six months from the date of release on www.training.gov.au, the transition dates as advised by state registering authorities. In exceptional circumstances, Trans-Plant Training Pty Ltd will complete all transition activity within 12 months of this same date.
- Revised or new qualifications/units of competence are to be included on the Trans-Plant Training Pty Ltd scope of registration as soon as possible, with the Compliance Manager being responsible for applying for the addition to scope through ASQA.
- Enrolments in new qualifications or units of competence are to commence as soon as possible, to allow participants to access the most current qualifications, and to minimise the period that participants enrolled in superseded qualifications are being managed.
- Participants who are enrolled in qualifications which are superseded part way through a training program, are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on the Trans-Plant Training Pty Ltd scope of registration. Participants are not to be disadvantaged in any way, and participants choosing to remain enrolled in superseded

qualifications are to be supported in their decision. Participants are to complete or transition within a 12 month period

Procedure

The transition to new training packages will be managed by the Compliance Manager and CEO of Trans-Plant Training Pty Ltd. It is critically important that high attention to detail is applied by staff who are leading this work.

- Monitoring the status of training packages. The Compliance Manager is to monitor the status of Training Packages, to remain aware of changes in the revised training package, and how these might affect Trans-Plant Training Pty Ltd.'s scope of registration.
- Changes to training packages are to be reported to the Compliance Manager, CEO and Training Staff.
- Revised unit of competence, and the qualification codes and titles.
- Revised packaging rules for qualifications, changing the requirements in relation to the allocation of core or elective units.
- Revised units of competence, this may include the combining of two units of competence into one, or minor changes where the unit of competence has remained equivalent.
- Revised pre-requisites, co-requisites or entry requirements.
- Revised assessment guidelines which may relate to identifying new requirements, relating to trainers and assessors.
- Whilst not an exhaustive list, the common changes identified in the list above are certainly the most commonly seen in the transition of training packages. Trans-Plant Training Pty Ltd staff are to be alert to these changes, and pay close attention to detail, to ensure our training and assessment remains current, and it satisfies Training Package requirements.
- Review Training and Assessment Strategies. Review the existing training and assessment strategy to determine the higher level changes that have occurred to a qualification, and the likely changes that are required. This may include additional consultation with industry and clients to gauge their reaction to Training Packages changes, to identify new preferred electives, and to determine if there are specific industry requirements that need to be incorporated. Attention to detail must be given to minor changes.
- Keep participants informed. Take steps to inform existing participants of the changes to the applicable qualification. Before engaging with participants, ensure that the options that participants will have available to them have been fully considered. Provide information to participants, and ensure that they fully understand their options, and feel supported in any decisions they may take. Participants are not to be disadvantaged because of the transition to a new Training Package.
- Revise training and assessment materials. Undertake an analysis of the current training and assessment resources, to identify relevant changes that are required to ensure training package requirements are being met. Once these have been identified, implement arrangements via the Compliance Manager and CEO, to have training and assessment materials revised.

CONDUCT OF ASSESSMENT:

Trans-Plant Training Pty Ltd conducts assessments for all courses, in accordance with the Assessment Guidelines of the Training Package.

Your trainer/assessor will outline the assessment method and requirements for your course, as part of your course induction.

Assessment methods may involve you in:

- Demonstrating your skills
- Producing a piece of work
- Answering written and/or oral questions
- Participating in group discussions
- Developing a portfolio of work
- Making oral presentations to the group

Because of the flexible delivery options available, some subjects involve projects, assignments, and a range of other learning activities.

Trainers/assessors will provide written project and assignment outlines for these activities.

Trainers/assessors will also indicate the due date for project/activity completion when distributing outlines.

All assessments are based on units of competency developed by the industry. Students' abilities are assessed against these units of competency on a 'can do' basis. When a student can demonstrate competency, or show that they can demonstrate their understanding or ability, they can be assessed as competent. If a student is not successful on their first attempt, they are provided with feedback, given advice on additional evidence required to demonstrate competence, and further opportunities to demonstrate competency.

ASSESSMENT APPEALS:

If you are not satisfied with the outcome of an assessment, you may appeal the decision. The focus of the appeals process is to listen to the student's reasons for appeal, and provide explanations for how the outcomes were determined.

A summary of the procedure follows:

- Student arranges for a meeting with the Assessor and the Chief Executive Officer at a mutually convenient time
- Interview with the Trainer/Assessor, Student, and Chief Executive Officer

- Review assessment results/projects/assignments
- New result/end appeal, or
- Set new assessment as required
- Complete re-assessment
- New result/end appeal

COMPLAINTS POLICY AND PROCEDURE

Staff and learners have the right to submit a complaint if they wish to express discontent against another person, or a complaint against the Trans-Plant Training Pty Ltd.'s processes or systems. Trans-Plant Training Pty Ltd views resolution of a constructive and valid complaint as a way of improving our organisation. We will adhere to the National Complaints Code, to respond to complaints about Vocational Education and Training, and the organisation itself. In order to ensure that complaints are dealt with in a timely manner, we have implemented a Complaints Policy and Procedure.

This Policy and Procedure is relevant to all grievances arising in the following areas:

- Learner wishes to raise a complaint against another learner;
- Learner wishes to raise a complaint against Trans-Plant Training Pty Ltd;
- Learner wishes to raise a complaint about a Third Party;
- Trans-Plant Training Pty Ltd staff wishes to raise complaint about a Third Party;
- Staff wishes to raise a complaint about another staff member or a learner of Trans-Plant Training Pty Ltd.

Complaints Procedure

If a learner, Trainer, or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with the Office Manager or Chief Executive Officer. Trans-Plant Training Pty Ltd administrative staff will make themselves available at a mutually convenient time if a learner wishes to seek assistance.

If a Learner or Staff member wishes to make a formal complaint they are required to complete a Complaints and Appeals Form, which is included in the Learner Handbook, Staff Handbook, and the Student page of Trans-Plant Training Pty Ltd.'s website. Once the form has been completed, the form should be submitted to the Office Manager for actioning.

If required, the learner has the right to have a third party/support person assist them through the Complaints Procedure, this may be due to language barriers or simply at the learners' request.

Trans-Plant Training Pty Ltd endeavours to ensure that the Complaints Procedure is:

- Explained well to the candidates before they join the course;
- Accessible, so you can address concerns by phone, electronically, or in writing;
- Fair and protect your rights;
- Free so you can lodge a complaint or appeal without charge;
- Handled in a manner that protects your privacy;
- Transparent, equitable, objective, and unbiased;
- Comprehensive so that it effectively resolves a variety of complaints, such as learner dissatisfaction, Assessment outcomes, poor service, fraud, misconduct etc;
- Implemented effectively and efficiently to ensure complaints are resolved within an acceptable timeframe;
- Monitored, recorded, and reported to the appropriate people; and
- An input or trigger point to our continuous improvement process.

Following is the process for managing complaints:

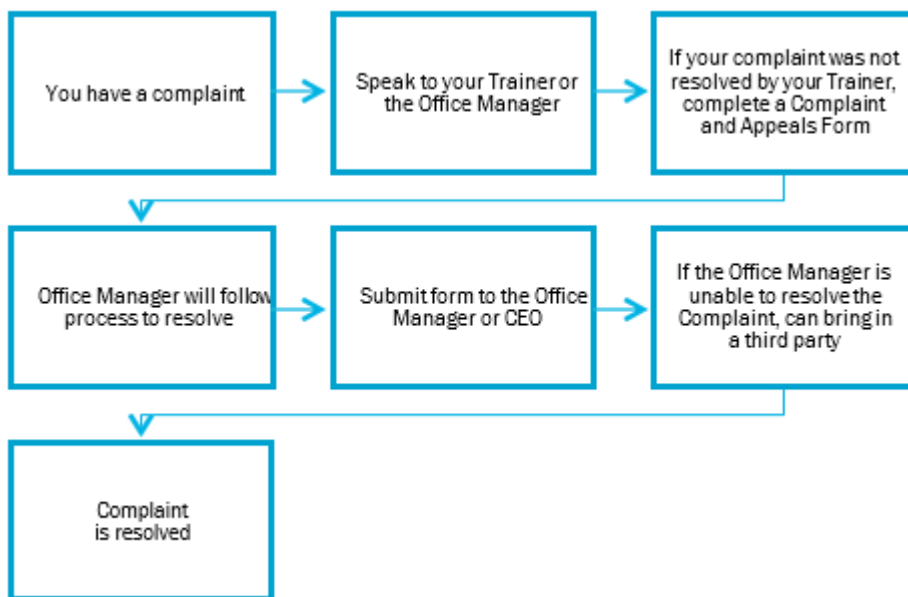
- Formal complaint from the complainant is received by the Office Manager, including a completed and signed Complaints and Appeals Form.
- Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register
- A written acknowledgement of receipt of the Complaints and Appeals Form is forwarded to the complainant within 5 days of the Office Manager receiving it.
- The complaint or appeal is discussed with all parties involved, to attempt to remedy the grievance in a way that is agreeable to all parties. The complainant has the right to have their version of events heard in the resolution negotiation, and have an independent mediator present.
- All Complaints and Appeals Forms are to be reviewed at the Trans-Plant Training Pty Ltd monthly Quality and Compliance Meetings, and processes on the Complaints and Appeals Form are to be actioned in accordance with the "Recommended Action" section of the form.
- Trans-Plant Training Pty Ltd will request an initial meeting with the complainant, within 10 working days of receipt of completed and signed Complaints and Appeals Form.
- Complaints are investigated fairly and objectively, with details of the investigation provided in writing to the complainant. The details will state the outcomes and reasons for the decisions made.

- Where the complainant is not satisfied with the outcome, the matter may be referred to an independent mediator for review. The mediator will investigate the complaint fairly and objectively, and detail the investigation in writing and reasons for the decisions made.
- The Office Manager will endeavour to resolve the complaint to the satisfaction of both parties within 60 calendar days. If a resolution cannot be reached within 60 calendar days, the Office Manager will advise the complainant in writing of the delay, and regularly update the complainant on the progress of the matter.
- A copy of all documentation, in particular the complaint and the outcome, is placed in the learner's file, staff file or Continuous Improvement Register, and improvements are to be identified and implemented according to the Policies and Procedures of Trans-Plant Training Pty Ltd.
- Where the resolution requires a documented change to Policies, Procedures or Forms, the Chief Executive Officer will affect the change, to ensure that the Procedure for document change is followed, with the appropriate records made.
- In the event that a complaint is substantiated, Trans-Plant Training Pty Ltd will take prompt and appropriate action to resolve the circumstances.
- Complaints cannot be made anonymously, as ongoing discussion cannot take place to resolve the issue between both parties.
- Information submitted to a Trainer or any staff member is treated with respect, and taken as an opportunity to improve Trans-Plant Training Pty Ltd.'s practices and Management System. Privacy and confidentiality requirements, and learner/ individual rights are maintained.

Should the internal process be unsatisfactory, you can lodge a complaint to the:

- National Training Complaints Hotline (<https://www.education.gov.au/NTCH>) Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.
Email Complaints: <https://www.education.gov.au/email-complaints>
- Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).
- Australian Skills Quality Authority (<http://www.asqa.gov.au/complaints/complaints.html>)

Complaints Flow Chart



OPPORTUNITY FOR IMPROVEMENT

A key process for managing Continuous Improvement throughout Trans-Plant Training Pty Ltd is through identifying “Opportunities for Improvement”. These can be improvements to Training and Assessment, Client Services, or Management Systems. Examples of when Opportunities for Improvement may be identified include:

- Training and Assessment:
 - Reviewing a Training and Assessment Strategy
 - Feedback on Training and Assessment
 - Industry Consultation
 - Assessment Validation

- Internal Audits
- Client Services:
 - Opportunities for Improvement
 - Training Evaluation Form
 - Course Enrolment Forms
 - Internal Audit Reports
 - Complaints and Appeals Forms
- Management Systems:
 - Quality and Compliance Meeting minutes
 - Review of Continuous Improvement Cycle
 - Conducting Annual Internal Audits

All staff and students are encouraged to complete an Opportunity for Improvement Form if they identify a System, Process, or Procedure requiring implementation or improvement.

The implementation of the actions identified in the Opportunity for Improvement Form will be reviewed and discussed at the Monthly Quality and Compliance Meetings. Following is the process for Opportunities for Improvement:

1. An Opportunity for Improvement is identified
2. An Opportunity for Improvement Form is completed, by outlining the details of the current weakness in the System, Process, Procedure, or Practice.
3. In order to focus on the solution and not the weakness, the person who has identified the improvement is given the opportunity to also identify the “Action required for Improvement”. If they are not able to identify a solution, this will be given to the Office Manager to resolve.
4. Submit the Opportunity for Improvement Form to the Office Manager.
5. Office Manager reviews the Opportunity for Improvement Form, and either reviews the suggested “Action required for Improvement” identified by the person who completed the form, or identifies what they believe the “Action required for Improvement”.
6. The Office Manager enters the Opportunity for Improvement into the Opportunity for Improvement Register.
7. Office Manager either then delegates the Opportunity for Improvement to be actioned by another staff member, or undertakes the Action to be completed.

8. Once actioned and finalised, the Opportunity for Improvement Form is to be filed into the Opportunities for Improvement Register.
9. The Opportunity for Improvement is reviewed at the monthly Quality and Compliance Meeting. Minutes from the Quality and Compliance Meeting are distributed to all Training and Administration staff so that they can review the Opportunities identified.

QUALITY INDICATORS

Three quality indicators have been identified for continuous improvement of Registered Training Organisation performance, and for the establishment of risk profiles by state and territory registering bodies.

The three quality indicators are:

Employer satisfaction (competency development, and training and assessment quality)

- This indicator focuses on employers' evaluations of learners' competency development, its relevance to work and further training, and the overall quality of the training and assessment.

Learner satisfaction (learner engagement and competency development)

- This indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, as well as learners' perceptions of the quality of their competency development, and the support they receive from RTO's.

Competency Completion Rate

- This is calculated for qualifications and units of competency/modules delivered, based on data provided by RTO's on the previous calendar year's number of enrolments and qualifications completed, and/or units of competency/modules awarded.

RECORDS MAINTENANCE:

Students may access their records on request. Records are kept exclusively confidential, and require written permission by the student prior to release of any information in their records. Students under 18 years of age, by signing the Declaration and enrolment form, give consent for Trans-Plant Training Pty Ltd to contact parents or guardians, if required. The personal details of students are provided to the relevant State and Commonwealth Agencies, as required by legislation, regulation, and reporting requirements.

Records of attendance, assessment outcomes, and qualifications issued are kept accurate, up-to-date, and secure. Copies of student results are kept for a period of 30 years, as required under the current legislation. The student must bear the cost for re-issue of records and awards.

All students are required to notify Trans-Plant Training Pty Ltd immediately when their name, address, or contact details change.

Trans-Plant Training Pty Ltd keeps written records of all complaints and grievances, and their outcomes.

Trans-Plant Training Pty Ltd hereby agree to abide by all rules and regulations that are set down in the Student Handbook.

DEFINITIONS

RTO	Registered Training Organisation
PPCE	Personal Protective Clothing and Equipment
NVR / NVETR	National Vocational Education and Training Regulator
ASQA	Australian Skills Quality Authority
CEO	Chief Executive Officer
Industry	Bodies that have a stake in the training, assessment and client services provided by Registered Training Organisations
Learner / Student	An individual who is receiving, responding to, and processing information in order to acquire and develop vocational competence.
USI	Unique Student Identifier

COMPLAINTS AND APPEALS FORM

If you have a grievance, we urge you to first try to discuss the issue with the person concerned, your trainer/assessor, or the Office Manager. If the issue cannot be resolved this way, you can lodge a Complaints and Appeals Form. This form can be used at any time to lodge a complaint or appeal, and is relevant to all grievances arising in the following areas:

- Student wishes to appeal an assessment decision;
- Student wishes to raise a complaint against another student;
- Student wishes to raise a complaint against Trans-Plant Training Pty Ltd;
- Student wishes to raise a complaint about a Third Party;
- Trans-Plant Training Pty Ltd staff wishes to raise complaint about a Third Party;
- Staff wishes to raise a complaint about another staff member or a student of Trans-Plant Training Pty Ltd.

Trans-Plant Training Pty Ltd has a documented process for handling complaints, grievances and appeals. Our process is explained in full, in the Complaints Policy and Procedure, and the Assessment Appeals Procedure; available on the website, and is included in the Student Handbook and Staff Handbook.

- All formal complaints and appeals must be submitted to the Office Manager in writing, including a completed and signed Complaints and Appeals Form.
- You will be sent a written acknowledgement of receipt of your complaint, within 5 days of the Office Manager receiving it. An initial meeting will be requested within 10 days, to facilitate discussion about the matter.
- In lodging the complaint or appeal, you have the right to have your issue heard, be supported by another person if you wish, and to be dealt with fairly in the process.
- We will follow our Complaints Policy and Procedure, and Assessment Appeals Policy and Procedure in investigating and detailing the issues. Trans-Plant Training Pty Ltd are to ensure that you are involved in the resolution process, contact with other people is not conducted without prior consent from you, confidentiality is maintained, accurate documentation is recorded, and records of the Complaint or Appeal are stored securely.
- You will be notified in writing of the outcomes including the reasons, and any agreed remedies will be implemented by us promptly and monitored.
- If you are unsatisfied with the process or outcomes you are free to consult ASQA via their website: <http://www.asqa.gov.au/complaints/making-a-complaint.html>

PART A - Please Provide Your Contact Details. (PLEASE PRINT CLEARLY)			
MR / MRS / MS / MISS <i>(Please circle)</i>	SURNAME:	GIVEN NAME/S:	
HOME ADDRESS:			POSTCODE:
POSTAL ADDRESS: <i>(If different from above)</i>			POSTCODE:
TELEPHONE:		MOBILE:	
Best time to be contacted: Before/After ____ : ____ AM/PM Preference: <input type="checkbox"/> Telephone <input type="checkbox"/> Mobile			
EMAIL:			
PART B – Complaint/Appeal Details			
TYPE: <input type="checkbox"/> Complaint <input type="checkbox"/> Appeal <input type="checkbox"/> Assessment Appeal			
Have you lodged a complaint about this issue before? <input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, when?)			
Please describe the complaint, or the decision you want to appeal. (Please attach additional pages if required) If your complaint or appeal relates to training or assessment, please provide details of your course, the date, and who your trainer or assessor was.			
Please describe any efforts you have made to resolve the issue.			
Please describe any effort staff have made to resolve the issue.			
Do you think the situation can be resolved – what do you want to see happen?			

PART C – Student Declaration	
By signing this declaration, I (insert name) _____ verify that the above information is true and accurate, and I have not provided any false or misleading information	
Signature:	Date:

Please forward this completed form to Trans-Plant Training Pty Ltd to the attention of the Office Manager. We will contact you upon receipt of this form and organise to meet with you and discuss the matter further.

OFFICE USE ONLY	
Date Complaints and Appeals Form received?	
Person responsible got actioning the Complaints and Appeals Process?	
Entered on Complaints and Appeals Register?	Yes / No ID # _____
Priority Assigned	<input type="checkbox"/> Monitor <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Date of written acknowledgement of receipt sent to complainant:	
Date of initial meeting with complainant:	
Recommended Action:	
Requirement to exceed 60 days to resolve? Provide reason:	
Complainant advised of the delay and reasons:	
Close-out date:	

PRIVACY STATEMENT

Trans-Plant Training Pty Ltd is committed to protecting and respecting your privacy. This Privacy Statement sets out our privacy policy, and explains what we do with the personal information that we collect from our students. Please read the following, to understand our views and practices regarding personal information, and how they pertain to you. This statement discloses our current privacy practices. Should you have any questions or concerns regarding this statement, please email trans-planttrainingptyltd@bigpond.com

Most the information Trans-Plant Training Pty Ltd has about its customers is the information we get through the Enrolment Form, you complete when you first register with us. Trans-Plant Training Pty Ltd may use the information for planning, administration, policy development, program evaluation, resource allocation, reporting, and research activities.

Trans-Plant Training Pty Ltd is also obliged to provide information when requested, to Government and Regulatory Agencies.

I acknowledge and agree to the terms described in this Privacy Statement.

DECLARATION

By signing this declaration, I declare that:

1. I agree to adhere to the rules and regulations set out by Trans-Plant Training Pty Ltd, and abide by the system set out in the Trans-Plant Training Pty Ltd Student Handbook.
2. I agree to pay all fees and charges relevant to, and evolving from this enrolment, and understand that confirmation of competency cannot be issued until outstanding monies are paid.
3. Trans-Plant Training Pty Ltd will attempt to run all classes and courses as advertised. I acknowledge the right of Trans-Plant Training Pty Ltd to withdraw or integrate classes if required.
4. I authorise Trans-Plant Training Pty Ltd to, in the event of illness, injury, or accident whilst undertaking a training or assessment activity, and where next of kin cannot be contacted within an acceptable time frame, to request ambulance and/ or medical treatment at my cost.
5. I authorise Trans-Plant Training Pty Ltd to make available information to Government Regulatory Departments and or Apprenticeship Agencies, as required.
6. I confirm that my particulars supplied on all of my enrolment, training, and assessment documents, to the best of my knowledge are true and correct.
7. I understand that my rights under Consumer Protection laws are not negated by this agreement, and the dispute resolution process used by Trans-Plant Training Pty Ltd.

I declare that I have read the Student Handbook, and agree to conduct myself in a way that demonstrates my compliance with the rights and responsibilities outlined in the Student Handbook. I also declare that anything I have not understood, I have had explained to me by a Trans-Plant Training Pty Ltd employee.

Candidate Name: _____

Candidate Signature: _____ **Date:** _____